DOCUMENT RESUME

ED 301 997 EC 211 794

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|---|---|
| TITLE | A Systems Level Transition Needs Assessment: Step-by-Step Procedures How To Conduct the Assessment. |
| INSTITUTION | Development Associates, Inc., San Francisco, Calif. |
| SPONS AGENCY | California State Dept. of Education, Sacramento. Education Transition Center. |
| PUB DATE | 88 |
| GRANT | ETC-a.2.4 |
| NOTE | 136p. |
| AVAILABLE FROM | Resources in Special Education (RiSE), 650 University Ave., Room 201, Sacramento, CA 95825. |
| PUB TYPE | Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Agency Cooperation; Cooperative Planning; Data Collection; *Disabilities; Elementary Secondary Education; Evaluation Methods; Flow Charts; *Models; *Needs Assessment; *Program Development; Program Effectiveness; *Systems Approach; *Transitional Programs |

ABSTRACT

This resource guide outlines procedures for efficiently and effectively planning and implementing transition programming for at-risk students. Based on a review and synthesis of needs assessment systems in transition programs, a flow chart is presented showing step-by-step procedures recommended for local transition needs assessments. Steps in the flow chart are numbered to correspond with numbered comments and instructions for implementation. The model presented in the flow chart is meant to be generic and flexible and is designed for use by those who want to complete a comprehensive systems needs assessment process as well as those who would like to enter the model at later steps. Three appendices, which make up the bulk of the resource guide, include: (1) an explanation of the California State Department of Education definition of transition and charts of the transition process; (2) a graphic representation of data collection methodologies; and (3) samples of 15 needs assessment instruments covering such program areas as client characteristics/demographic variables, standards for evaluating the quality of secondary special education programs, parent attitudes, community service program effectiveness, etc. (JDD)

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# A Systems Level Transition Needs Assessment:

## Step-by-step Procedures How to Conduct the Assessment

**Education Transition Center**

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

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1988

# A Systems Level Transition Needs Assessment:

## Step-by-step Procedures

## How to Conduct the Assessment

**A Project Conducted by:**

Development Associates

**For:**

California State Department of Education
Education Transition Center
Dr. Patricia Kearly, Coordinator
Sacramento, California

JUL 4

This publication was funded by the Education Transition Center (ETC) under the direction of the Program, Curriculum, and Training Unit, Special Education Division, California State Department of Education.

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# INTRODUCTION

This Resource Guide was produced by Development Associates, Inc., a private management and governmental consulting firm, as part of a grant from the California Department of Education/Education Transition Center. The Education Transition Center stipulated the following need statement and long term goal as a framework for the preparation of the Resource Guide:

> NEED STATEMENT: It is assumed that key personnel from a variety of agencies must be involved in the organizational changes necessary to facilitate successful transition for students with disabilities. While many school districts have programs to assist students to gain skills for the world of work and adult life, many districts do not have the tools to engage in a systematic district level needs assessment. While a number of transition needs assessment formats and systems have been developed across the nation, many regional and local programs do not have easy access to the materials and strategies which have already been developed. It is further assumed that if practitioners had access to a resource guide for conducting a systems level needs assessment, there would be more efficient and effective planning and implementation of transition programming for students.
>
> LONG TERM GOAL: The goal is to provide regional and local districts with a resource guide for conducting a systems level transition needs assessment.

The Resource Guide was prepared in conjunction with a Final Report which described Development Associates' principal findings and recommendations with respect to the process for conducting a systems level transition needs assessment. More specifically, the Resource Guide represents a synthesis of three key chapters of the Final Report, namely the review and synthesis of literature on the use of needs assessment systems in transition programs (Chapters I and II), and a review of various needs assessment models and formats gathered through a survey of California and out-of-state programs (Chapter III).

The actual needs assessment procedures in this Guide are prefaced by a brief definition of major technical terms, and an explanation of the main criteria used by Development Associates in constructing the Resource Guide. The core consists of the Flow Chart showing the step-by-step procedures recommended for the performance of local transition needs assessments. This section is followed by an Epilogue and Appendices that provide the reader with further information that can be useful in the implementation of the process itself. Samples of assessment instruments are provided as well as practical tools for practitioners.

## DEFINITION OF MAJOR TERMS

Two key concepts in the implementation of a systems needs assessment are transition and needs assessment system. What do these terms mean?

TRANSITION: As defined by the California State Department of Education, "is a purposeful, organized and outcome-oriented process designed to help every "at risk" student move from school to employment and quality adult life". For purposes of this Guide, "at risk" students are those who experience barriers to successful completion of school including individuals with exceptional needs. The definition adds that successful transition has several components :Transition Foundation, Transition Process, Transition Culmination, and Transition Follow-up. Appendix 1 provides the details of this definition and includes, for ease of reference, a process chart showing programs and activities from pre-school to post secondary, leading to expected outcomes including follow up. For purposes of this guide, the definition provides the overview and scope for the needs assessment system.

NEEDS ASSESSMENT SYSTEM- THE SYSTEMS APPROACH:

By this term is meant programmatic (not individual) needs assessment. It is basically a system approach, stripped of the jargon which often goes with the use of "systems" words. The process involves a systematic review and examination of the various components in terms of their relationship to the overall transition process. The transition process, within the context of the needs assessment effort, is therefore viewed as one integrated system, rather than simply a mosaic consisting of individual parts. This approach, also referred to as systemic or holistic, promotes an integrated and unified approach to the planning and delivery of transition services.

The distinction between programmatic and other types of needs assessment frequently is problematic because all approaches to needs assessment in transition programs, regardless of orientation, tend to share a need for some preliminary information about the individual. All share in common the central thrust of determining gaps and suggesting some sort of action based on these gaps. These commonalities, however, should not obscure the contrast between programmatic needs assessment and the other forms such as those dealing with individual needs, staff development and teacher training needs, or institutional needs. These other forms of assessment are of course important pieces but they are not in the center of the definition. Also, institutional needs, teacher training needs are usually part of planning solutions. In summary, a transition needs assessment system focuses on wider strategies and issues, such as program options for students, data collection systems tied to student transition outcomes. Needs assessment is a key element of a

system approach only when it is oriented to outcomes and combined with appropriate provisions for revising or revitalizing the system.

## CRITERIA

### Format and Content

Three major criteria for the Resource Guide were observed in light of preferences and desiderata resulting from the research efforts;

First, it has to be reasonably short and brief but comprehensive in scope. It must be direct and simple in its directions and devoid of technical language and jargon. A guide that is long and complicated is likely to be confusing and ineffective.

Second, it must clearly explain the procedures, step-by-step, on how to conduct the assessment with necessary comments and instructions including sample formats as necessary, for their implementation.

Third, it must be a low-cost model for implementation because of the generally limited resources and funds of local programs.

### Basic qualities of a Good Needs Assessment System

The basic qualities of a good needs assessment system drawn from the review of literature and collected model formats were also taken into consideration. For ease of reference, an effective needs assessment basically

- requires that a local core team, composed of representatives from key agencies in the entire delivery system, be established to conduct the needs assessment. This will promote cooperation, coordination, sharing of information, and assist in defining roles and responsibilities.

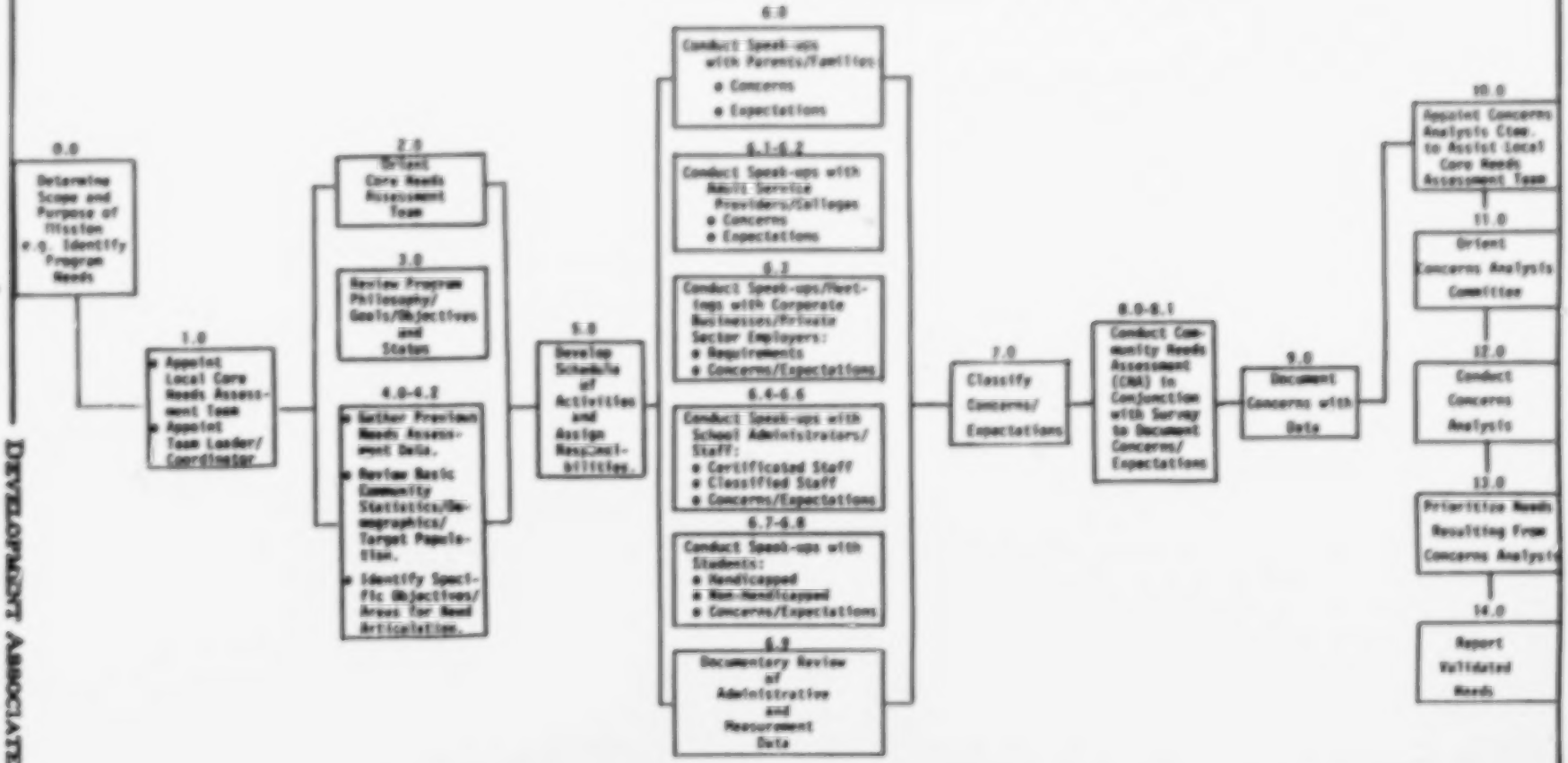
- must have a clear statement of mission defining the scope, purposes and objectives of the assessment each time it is conducted. All members of the team should be briefed and oriented on the mission to be sure that all understand what have to be done.

- must look, as a rule, at the major components of transition, namely community resources and client characteristics, school programs and services, adult service providers and transition (inter-agency) links, and

- must have well-defined strategies, methodologies and appropriate instrumentation for gathering and analyzing data from all levels targeted for the assessment process.

The following pages present the core of the resource guide.

# How to Conduct a Systems Level Transition Needs Assessment
## Step-by-Step Procedures

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## The Flow-Chart: How to Conduct a Systems Level Transition Needs Assessment--Step by Step Procedures

The attached Flow-Chart provides an overview of the process and should serve as a "road map" for conducting a systems needs assessment. The chart is in itself a synthesis of the steps and procedures gathered from various needs assessment models--notably from the worldwide model (see bibliography) which has been widely used with success in educational settings.

Each step in the Flow chart is numbered to correspond with the number of the step in the series of comments and instructions for implementation indicated below:

**STEP 0.0** Prepare Mission/Goal Statement. Determine scope and purpose of the assessment

Comments/Implementation:

Any key agency in the entire service delivery system (e.g., LEA, Regional/county Developmental Disabilities Council etc.) may initiate the needs assessment process. In practice, however, the County Superintendent of Schools can most expeditiously initiate the move and should, therefore, trigger the process.

The initiating body delineates the scope and purpose of the assessment. Determine whether full/comprehensive or area-specific assessment is intended.

Example: (Full) "To identify the overall needs of the Transition Program".
Example: (Area-Specific): "To identify only specific needs related to community services for students with disabilities".

Full comprehensive needs assessment is ideal. It is a must for those programs which have never conducted one (program-wide). The area-specific type is for those whose degree of maturity and development may have reached a level where only a specific program area needs to be assessed. Any area-specific assessment however, should be conducted in the context of the entire system or program or more specifically for its implications to organizational or program improvement.

Obtain formal authorization according to established practice. Secure formal or informal commitments of cooperation and support from those to be involved, including willingness to allocate resources. Obtain from heads of key agencies recommendation(s) by name(s) of possible representatives for membership in the local core needs assessment team (LCNAT) to be established.

It is extremely important that an interim assessment facilitator/coordinator be appointed and portion of staff time be allocated. The facilitator's job is to manage the start-up activities until the LCNAT is formally established and a Team Leader/Coordinator appointed. Very likely, the facilitator/coordinator may eventually be the Team Leader. The Special Education Administrator as a representative of the County Superintendent of Schools would be a logical facilitator/coordinator, and interim.

Clerical services, office space, meeting facilities and telephones will be needed. Initiating agency should insure availability of these infrastructures. The possible help of outside assistance (e.g., other county offices, private consultant, etc.) should also be recognized.

Publicize intention to appoint an LCNAT to conduct a program-wide needs assessment. The idea is to create public awareness.

STEP 1.0: Appoint Local Core Needs Assessment Team (LCNAT)
Appoint Team Leader/Coordinator

Comments/Implementation

The LCNAT should be composed of representatives of the key government agencies involved in the service delivery process in the community, plus a parent representative and representative(s) from the private business/employer sector. The exact number of members in the LCNT will depend on each local situation. The main consideration is its representativeness.

The potential members of an LCNAT are as follows:

- Special Education Administrator or Representative
- Vocational Education Administrator/or Representative
- Vocational Rehabilitation Administrator/or Representative
- Mental Health/Mental Retardation Director/or Representative
- Developmental Disabilities Planning Council Member
- Parent representative and/or Consumer Advocate
- Private Sector/Business/Employer representative

The above named potential members are critical team members. Other possible team members who could be identified in specific localities may include:

- University/College representative(s)
- Job Training Partnership Act (JTPA) program representative or Project Workability Director
- Private Industry Council Representative
- Social Security Administration representative
- Rehabilitation Association representative, United Way or other community service representative.

The LCNAT should not be too large to be unwieldy. It should be small enough to be effective. Seven to nine members would be a manageable number.

Since the establishment of an LCNAT may take a while, a lead time of at least 30 days should be allowed for the process. In small communities, the time may not be that long. A great deal will have to depend on the interim facilitator/coordinator's ability to round up potential members.

An important criterion in the selection of LCNAT members is that if they have to be representatives of the Heads of Agencies, they must be in key positions of leadership as to be able to speak with authority for the agencies they represent.

Obtain approval of membership by initiating or authorizing body. LEA standard operating procedures for example may require that a Board of Education Resolution may be necessary to provide the LCNAT with the necessary authority to proceed with its mission.

STEP 2.0 Orient Local Core Needs Assessment Team

Comments/Implementation:

Conduct orientation meeting to familiarize LCNAT with the total task, including a)scope, purpose of mission, b) responsibilities and limitations and c) major tasks to be performed.

STEP 3.0 Review Program Philosophy Goals/Objectives and Status

Comments/Implementation

All members of the LCNAT should be also briefed and reviewed on the programs philosophy of transition, current status, and progress. The California State Department of Education definition of Transition and outcome goals (See Appendix 2) should be explained and presented formally. The occasion for this review may be in conjunction with the orientation of the LCNAT in Step 2.0 or may be a separate activity depending on time and circumstances.

STEP 4.0 Gather Previous Needs Assessment Data

Comments/Implementation

The first in-house task of the LCNT is to gather previous needs assessment data (if any at all) to see what has been done in the past and to identify still unmet needs. It would be folly to proceed with the process without knowing what previous needs assessment teams may have uncovered.

It will be the task of the Team Leader/Coordinator to insure that all members be informed and made aware of previous needs assessment results if any.

STEP 4.1 Review Basic Community Statistics/Demographics Target Population

Comments/Implementation

This is another background task that the Team should perform prior to formal start of the assessment process. Members should be aware of the latest community statistics on the target

population. This would provide them with some quantitative and client characteristics data useful to the needs assessment process.

STEP 4.2 Identify Specific Objectives/Areas for Needs Articulation

Comments/Implementation

Decide on the bases of Steps 4.0-4.1 specific objectives and areas for need articulation. Even when full comprehensive assessment is intended, it would still be useful to identify specific objectives in order to provide direction.

Examples of Specific Objectives: "To identify adult service programs and the types of post-secondary vocational assessment and training they provide".

"To determine the relationship between school curricula and local employment opportunities for the developmentally disabled students".

Theory and practice suggest that for a full comprehensive needs assessment, an LCNAT should cover the following areas for needs articulation:

- Community demographics and client characteristics
- School programs/service
  - curricula, school age preparation
- Adult service programs/Community Services
- Existing interagency linkages
- Private Sector/Business Employment opportunities
- Post-secondary/college programs for the disabled
- Parent/family participation and involvement in the transition program.

Institutional needs, including staff training and professional development, are important areas but are not at the center of the scope of a systems needs assessment. These are generally dealt with in planning solutions. Individual needs assessments are also not the focus of programmatic needs assessment, but may be looked into marginally within the context of their implications to programming and providing meaningful options to match group needs.

STEP 5.0 Develop Schedule of Activities and Assign Responsibilities

Comments/Implementation

The Team Leader/Coordinator should develop a schedule of activities listing and prioritizing the activities which will enable the LCNAT to accomplish its goals and objectives. The schedule should also provide the list of activities, assign members to be responsible for completion of the activities, and establish timelines for completion of all activities. The key points are:

- What activity has to be done?
- Who is responsible for completion?
- What assistance is needed?
- When should it be completed?
- What are the criteria for acceptable completion?

The schedule of activities should dovetail and follow-through the specific objectives and areas for needs articulation identified in Step 4.2.

For full comprehensive needs assessment, the schedule of activities should cover speak-ups with corresponding audiences in each of the major areas for needs articulation, namely

- parental/family involvement
- adult service providers (including colleges and other community service providers)
- corporate business/private sector employers
- school services
- students, and
- documentary review of administrative and measurement data.

For area-specific needs assessment, the schedule for speak-ups may address only the area so specified.

Speak-ups are planned meetings in which groups of individuals indicate their concerns about the program--in the present case the transition program. For each speak-up, obtain a facilitator to record concerns expressed in the meeting. A facilitator may be obtained by the LCNAT member in charge of the Speak-up from staff, community, parents or county offices of education.

STEP 6.0 Conduct "Speak-ups" with Parents/Families

Comments/Implementation:

Conduct speak-ups with parents/families and interested community members. Telephone calls, flyers, publicity in newspaper and

other methods of communication should be used to insure a good "turn out". Start speak-up with identified specific objectives of assessment process. Record their concerns and expectations.

STEPS 6.1-6.2 Conduct "Speak-ups" with adult service providers/colleges

Comments/Implementation:

Conduct speaks-ups with adult service providers. Send letters of invitation, flyers, etc. to heads of adult service providers or call them by phone. Record concerns, expectations and other remarks concerning the transition program.

Conduct speak-ups/or meetings with a selected college audience to ascertain mutual concerns and expectations concerning post secondary education of LD students.

STEP 6.3 Conduct "Speak-ups"/Meetings with Corporate Business/ Private Sector Employees.

Comments/Implementation:

Compile a list of private business employers including prominent members of business organizations, chamber of commerce and the like. Send letters of invitation and call them by phone. Conduct speak-ups/or hold meetings with them to ascertain their requirements, concerns and expectations.

STEPS 6.4-6.6: Conduct "Speak-ups" with School Administrators (6.4), Certificated Staff (6.5) and Classified Staff (6.6).

Comments/Implementation:

Conduct speak-ups with the above audiences, particularly those directly involved in the transition program at the secondary level to know their concerns and expectations regarding school services for the students with special needs. Publicity, flyers and other methods of communication should be used to insure good attendance.

STEPS 6.7-6.8 Conduct "Speak-ups" with Handicapped Students (6.7) and Non-Handicapped Students (6.8)

Comments/Implementation:

Conduct speak-ups informally with handicapped students to ascertain their concerns and expectations. Informal rather than

formal would be a "less threatening approach". Site visits to works centers for the handicapped can provide the occasion for the informal speak-ups.

Conduct speak-ups with non-handicapped students. Involve as many students as is practical. Obtain their concerns and expectations.

Collect the list of concerns recorded by each facilitator in the speak-ups. Compile statements of concern in one master list.

STEP 6.9 Documentary Review of Administrative and Measurement Data

Comments/Implementation:

Consult with program administrators on administrative and measurement data relevant to the concerns collected from the speak-ups. Most of the data may come from the school district files. Examples of measurement data:

- test results
- plan schedules
- attendance records
- transiency data
- employment data
- follow-through of graduates data

STEP 7.0 Classify Concerns and Expectations

Comments/Implementation:

Classify concerns by group categories to the extent possible. Possible groupings are as follows:

- Responsibility roles
- Curriculum
- Counseling
- Scheduling
- Referrals
- Vocational preparation and training
- Follow-through
- Articulation between school and adult service providers
- Private sector employer needs
- Articulation between school and colleges/universities
- Job opportunities
- Placement

STEP 8.0-8.1 Conduct Community Needs Assessment (CNA) (8.0) in conjunction with General Survey to Document Concerns/Expectations (8.1)

Comments/Implementation:

Broadly, the CNA is a thorough survey of a geographical area in which the program operates. It is a survey of the needs of the people living there. the services that already exist to assist them and the community and educational establishments that can serve as resources. In the transition context, the CNA should identify all eligible children by type and number of handicapping conditions, primary languages and ethnic origin/race of families in the community, and the providers of social, medical, dental, employment, and other types of human services. The purpose of this activity is to update and insure the accuracy of data because of the rapid changes that usually take place in a community over both short and long term. County census statistics and registry offices should be good sources for the types of information needed by CNA.

Prepare questionnaires with items reflecting the concerns collected from the "speak-ups". Samples of questionnaires covering the major areas for needs articulation are shown in Appendix 6. In general, school services should be assessed for their quality; adult service providers, for their quality, quantity and accessibility; and inter-agency linkages, for their existence and quality.

Choose the approaches and methodologies for gathering data (e.g., person-to-person interview, telephone interview, mail-out questionnaires, meetings) you think are most suitable for the intended needs assessment process. A graphic comparison of data collection methodologies covering advantages, disadvantages, result quality, staff requirements and costs of each is found in Appendix 5.

Consult with agency program administrators in charge of computer facilities to see what needs data or information can be more expeditiously gathered through the computerized approach taking into account available computer software of the establishment. It is now becoming popular to use the computer on data collection dealing with such items of information as

- Manpower and EDD statistics
- Jobs available in area according to statistics
- Agencies available to assist in job placement
- Programs and training centers available in area
- Questionnaires.

STEP 9.0 Documents Concerns with Data

Comments/Implementation:

Collect survey results and prepare a fact sheet for each concern with all the facts related to that concern as borne by survey results. Remember that concerns not supported by facts do not reflect needs.

STEP 10.0 Appoint Concerns Analysis Committee to Assist Local Core Needs Assessment Team

Comments/Implementation

The initiating authority appoints a Concerns Analysis Committee. The committee should be larger and more representative than the LCNAT. Fifteen to twenty members drawn from the various groups involved in the transition service delivery system would be a good number. This step is crucial. It would increase the number of minds to evaluate and validate the concerns.

STEP 11.0 Orient Concerns Analysis Committee

Comments/Implementation

Explain activities completed and steps already taken and what remains to be done. Acquaint members with the contents of the Fact Sheet showing concerns and back-up data collected from the survey.

Decide (in understanding with committee members) on how decisions will be made on each of the issues or concerns. Emphasize that the activities of the committee are part of the last stages in the systems need assessment process. Stress also that attendance at the meetings is necessary if the identified needs are to be properly analyzed and evaluated and are to be accurate representations of the feelings of total program community.

STEP 12.0 Conduct Concerns Analysis

Comments/Implementation:

Complete an analysis for each concern. The format is simple. State the concerns and below it, the facts based on the survey results.

Example:

Concern: "There are inadequate employment opportunities for vocationally trained students with exceptional needs.

Facts: Survey Results

Adult Service Providers - 90% indicated that employment of the handicapped is a service problem;

Private Sector/Business Employer - 75% indicated that they can employ only two or three DD students at a time.

Handicapped Students - 90% indicated that they haven't been employed at all in the last twelve months for lack of job opportunities in the jobs they were trained to do.

STEP 13.0 Prioritize Needs Resulting from Concerns Analyses

Comments/Implementation

Determine criticality for each identified need (i.e. concern supported by facts) by assigning four rating categories: 1) Extremely important, 2) Very important, 3) Somewhat important and 4) Not important.

Set priorities by listing all identified needs and giving a priority ranking. This is an important task because of limited program resources to address the solution of needs.

STEP 14.0 Report Validated Needs

Comments/Implementation:

The LCNAT (through its Team Leader/Coordinator) collects the prioritized list of validated needs and all back-up material. With a submittal letter and a description of the total process, the entire package becomes the final report.

With the completion of STEP 14, the needs assessment process ceases. The activities that follow after the report on validated needs belong to the rest of the planning process and do not as a rule constitute an integral part of the systems needs assessment process.

Epilogue

One final key point on the use of the needs assessment flow-chart remains to be noted as a conclusion. Any needs assessment is a situation-driven process and is dependent on a host of local variables which may require it to be a unique set of procedures. The model just presented is generic and flexible. It is meant to

be that kind. As a "general road map" it is meant to serve a wide range of travelers so to speak--from those intending to take the whole journey from the start to the finish of the systems needs assessment process, to those who merely would like to enter the road at some specific entry points by virtue of their "location" or stage of program maturity and development.

Many of the differences in needs assessment stem from starting points and referents in the entire planning process. Since needs assessment is in itself merely a step in the entire planning process, it is subject to set conditions or so-called "givens" which make it necessary for some programs to concentrate only on minimal needs assessment. Programs should be able to decide on their starting or entry points into the model and make the necessary modifications or adjustments to suit their local situations. Hopefully, regional and local programs will find the model or at least some elements in the model instructive and useful.

One essential element or step in the model is the establishment of a local core needs assessment team representative of the key agencies in the service delivery system, including a parent representative. This is an essential ingredient in an effective needs assessment system.

APPENDICES

APPENDIX 1

## CALIFORNIA DEPARTMENT OF EDUCATION
## DEFINITION OF TRANSITION

Transition is a purposeful, organized and outcome-oriented process designed to help every "at risk" student move from school to employment and a quality adult life.

> Expected student outcomes of successful transition include meaningful employment and participation in the community (e.g. living arrangements, social activities, recreational activities, on-going educational opportunities, etc.).
>
> The California educational system is responsible for providing quality educational opportunities and for coordinating with other service delivery systems to provide a broad array of services and activities to help the student move to a successful adult life.

"At risk" students are those who experience barriers to successful completion of school including individuals with exceptional needs.

Successful transition has several components:

a. **TRANSITION FOUNDATION:** The foundation provides the opportunity for students to gain the skills necessary for successful involvement in employment and adult life. The foundation is laid as soon as exceptional needs are identified and continues until the student completes movement from school to work and adult life. This could occur as early as one or two months of age and continue through age 21.

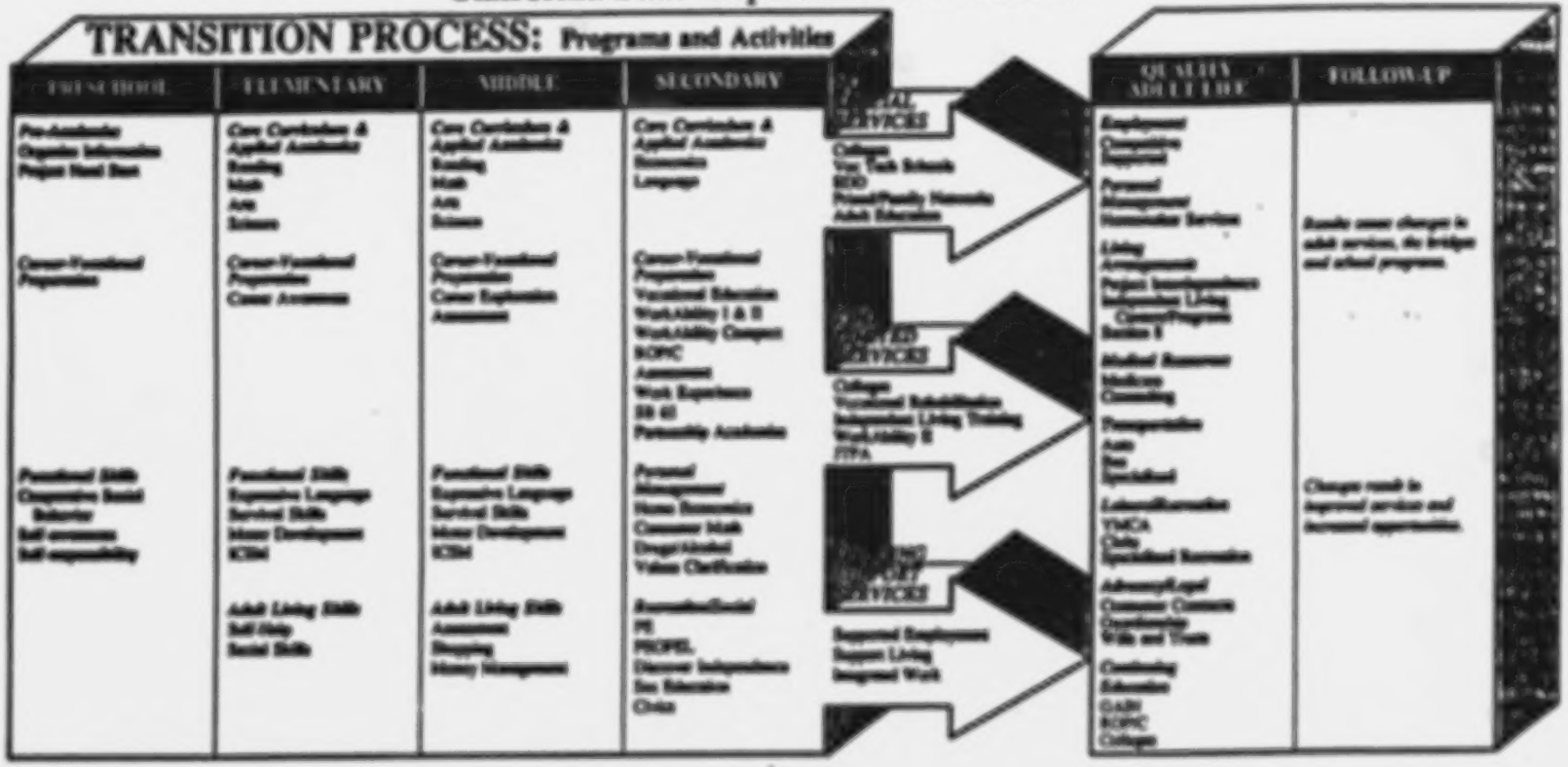
b. **TRANSITION PROCESS:** The transition process, begins by age 14 or the ninth grade. It involves the student, the family, key education, adult service and other providers working together to assess needs, plan and implement education, training and other activities.

> Planning is a critical part of the transition process. A written plan is developed and implemented for each student no later than age 14 or the ninth grade. Planning is a joint effort involving the student, the family, education personnel, adult service and other providers.

c. **TRANSITION CULMINATION:** The transition culmination refers to the span of time encompassing: a) the last two years of secondary school; b) the point of separation from school; and c) the two years following the point of separation. During this time, responsibility for transition management shifts from the educational system to the student, the family and/or the adult service delivery system. During this period the student engages in activities related to life in the community.

d. **TRANSITION FOLLOW-UP:** The California educational system will be responsible for following the student for two years after movement into employment and community life. Specific responsibilities include: monitoring and evaluating student outcomes; analyzing the implications of this evaluation for transition programs; and referring students and/or their families to other service providers if necessary.

# California State Department of Education

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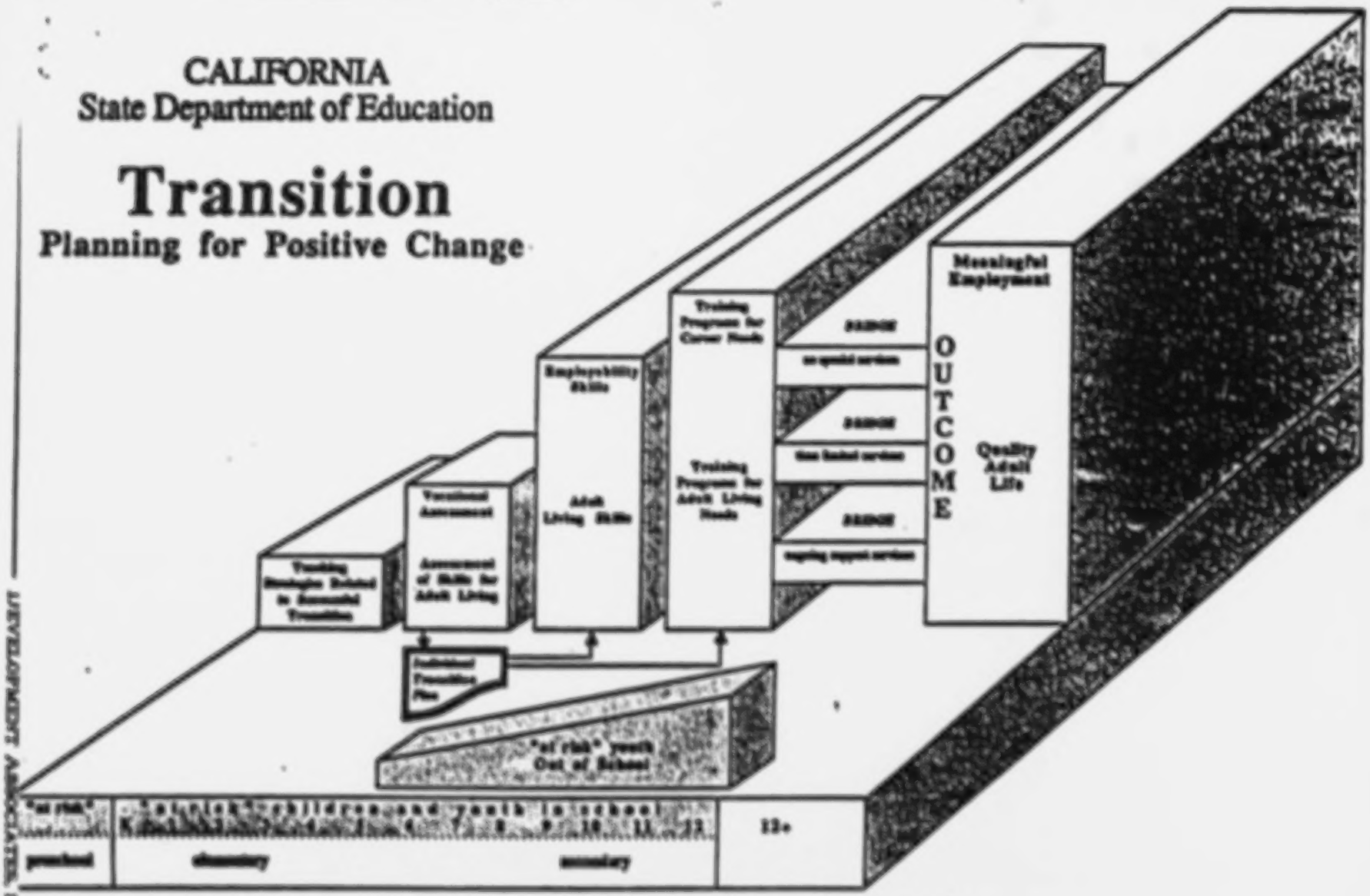
# Transition

## Planning for Positive Change

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APPENDIX 5

## GRAPHIC COMPARISON OF DATA COLLECTION METHODOLOGIES

| METHOD | ADVANTAGES | DISADVANTAGES | RESULT QUALITY | STAFF REQUIREMENTS | COSTS |
|---|---|---|---|---|---|
| Person-to-Person Interview | 1. High Response Rate<br>2. Highly Flexible<br>3. Visual Aid Opportunity<br>4. Community Input and Moral Builder | 1. High Costs<br>2. Raises Expectations<br>3. Travel Expenses<br>4. Possible Interviewer Bias<br>5. Technical Staff Required<br>6. High Agency Effort<br>7. Possible Computer Needs<br>8. High Call-Back-Expenses | 1. Yields Detailed and High Quality Results<br>2. Most Representative Results<br>3. Quantifiable Results | 1. Technical Assistance for Interview Construction<br>2. Interviewer Training<br>3. Technical Assistance for Data Analyzation, Processing and Interviewers | High-Approx. $45-50 per Interview |
| Telephone Interview | 1. Easy to Administer<br>2. Low Call-Back Expense<br>3. Community Input and Morale Build<br>4. High Response Rate<br>5. Relatively Lower Cost | 1. Possible Interviewer Bias<br>2. Possible Computer Needs<br>3. Raises Expectations<br>4. Representativeness and Sampling Problems | 1. Quantifiable Results<br>2. Relatively Quality Results<br>3. Unless Corrected, Some Bias in Results<br>4. Fairly Detailed Results | 1. Interviewer Training<br>2. Several Interviewers<br>3. Possible Technical Assistance for Data Analyzation<br>4. Technical Assistance for Interview Construction | Medium-Approx. $25-30 per Interview |
| Mail-Out-Questionnaire | 1. Low Cost<br>2. Minimum Staff Time<br>3. Possible Good Response<br>4. Larger Outreach<br>5. Community Input | 1. Generally Low Return Rate<br>2. Possible Bias and Unrepresentativeness<br>3. Ineffective for Illiterate People<br>4. Possible Lack of Question Understanding<br>5. Possible Computer Needs | 1. Quantifiable Results<br>2. Low to Medium Quality<br>3. Possible Major Biases<br>4. More Candid Results | 1. Technical Assistance for Questionnaire Construction<br>2. If Hand-Processed, One or Two Untrained Staff<br>3. Technical Assistance if Computer Processed | Low-Approx. $5-10 |

Graphic Comparison.....

| METHOD | ADVANTAGES | DISADVANTAGES | RESULT QUALITY | STAFF REQUIREMENTS | COSTS |
|---|---|---|---|---|---|
| Existing Records and Statistics | 1. Relatively Low Cost<br>2. Minimum Staff Effort<br>3. Ongoing Assessment and Evaluation Possible | 1. No Community Input<br>2. Census Data Cost Can Be High<br>3. Possible Agency Uncooperativeness | 1. Relative Quality Results<br>2. Quantifiable Results<br>3. Relative Detail in Results | 1. Possible Technical Assistance for Statistical Interpretation<br>2. One or Two Staff | Low to Med. |
| Special Methodologies | 1. Relative Costs and Staff Effort<br>2. Possible Community Input | 1. May Require Other Methods for Representativeness<br>2. Possible Bias | 1. Results can be Quantified<br>2. Relative Quality<br>3. Subjective | 1. Relative - Could be One Staff | Low to Med. Depending On Scope and Type |
| Meetings | 1. Inexpensive<br>2. Community Input and Feedback<br>3. Flexibility<br>4. Opportunity for Questionnaire Distribution<br>5. Reflects Aggregate Community Opinion | 1. Hard to Quantify<br>2. Possible Result Bias<br>3. Relatively Low Input for Individual Problems | 1. Possible Bias<br>2. Hard to Quantify<br>3. Can be Made Quite Representative | 1. Minimal Technical Requirements<br>2. Sufficient Staff Plan and Organize Meetings | 1. Low Monetary Costs |

## APPENDIX 6

SAMPLES OF INSTRUMENTS/
QUESTIONNAIRES
(Identified by Source)

A. Client Characteristics/Demographic Variables
B. Local Community Needs Assessment
C. Community Services Review
D. Community Service Program Effectiveness
E. Checklist of College LD Resources and Services
F. Employment Programs for Adults with Moderate and Severe Disabilities
G. Secondary Education Programs for Students with Moderate and Severe Disabilities
H. Proposed Standards (Checklist) for Evaluating the Quality of Secondary Special Education Programs
I. Needs Assessment for Local Action Plans and Interagency Agreements
J. Transition Assessment Questions Referral
K. Follow-up of Graduates
L. Parent Questionnaire
M. Transition Needs Assessment Survey
N. VERS Self-Assessment Checklist
O. A Summary of Individual and Systems Needs which Define the Parameters of a Model for Effective Transition from School to Work for Students with Disabilities.

SOURCE: Oregon Secondary Transition Project (Oregon (1))

## CLIENT CHARACTERISTICS

**The purpose of this analysis is to define and characterize the population which you will be serving. This information should be helpful in determining and developing services appropriate for the needs of your students and clients.**

I. Demographic Variables of Population

HANDICAPPING CONDITION

As of: __/__/____

| | LD | SED | EMR | TMR | Health IMP | Visual IMP | Hear IMP | Deaf/ Blind | Aut | Orth. | Spch & Lang. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade: | | | | | | | | | | | | |
| 9 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| 10 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| 11 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| 12 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| Age: | | | | | | | | | | | | |
| 14 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| 15 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| 16 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |

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HANDICAPPING CONDITION

| | LD | SED | EMR | TMR | Health IMP | Visual IMP | Hear IMP | Deaf/ Blind | Aut | Orth. | Spch & Lang. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| 18 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| 19 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| 20 Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| Type of Exit: Graduate/Age Out | | | | | | | | | | | | |
| Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |
| Drop Out/Susp/ Expelled | | | | | | | | | | | | |
| Total | | | | | | | | | | | | |
| Male | | | | | | | | | | | | |
| Female | | | | | | | | | | | | |

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II. SCHOOL VARIABLES

HANDICAPPING CONDITION
Grades 9-12

| | LD | SED | EMR | TMR | Health Imp | Visual Imp | Hear Imp | Deaf/ Blind | Aut | Orth. | Spch & Lang. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Setting: | | | | | | | | | | | | |
| Self-contained | | | | | | | | | | | | |
| Resource | | | | | | | | | | | | |
| Itinerant | | | | | | | | | | | | |
| Support Services Only | | | | | | | | | | | | |
| *Program Emphasis: | | | | | | | | | | | | |
| Academic only | | | | | | | | | | | | |
| Academic/ Vocational | | | | | | | | | | | | |
| Vocational/ Functional only | | | | | | | | | | | | |
| *These are intended to be mutually exclusive categories. | | | | | | | | | | | | |

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III. POST-SCHOOL VARIABLES

HANDICAPPING CONDITION

| Drop Outs | LD | SED | EMR | TMR | IMP | IMP | IMP | Blind | Aut. | Orth. | Lang. | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| . Employed | | | | | | | | | | | | |
| . In post secondary education | | | | | | | | | | | | |
| . Living at home/ with relatives | | | | | | | | | | | | |
| . Living on own/ with others | | | | | | | | | | | | |
| . Living in semi-dependent/group home | | | | | | | | | | | | |
| . Living dependent - institution | | | | | | | | | | | | |
| . Married | | | | | | | | | | | | |
| . Have children | | | | | | | | | | | | |
| . Had problems with the law | | | | | | | | | | | | |

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SOURCE: Project Transition into Employment, RRTC , Virginia Commonwealth University

## Instructions for Compiling Information for Local Community Needs Assessment

Column 1. Projected number of individuals to initiate demands on the adult service system.

A) List the number of Special Education graduates to begin accessing adult service programs during the specified 12 month period.

B) List the number of students who will be accessing adult service programs during the specified 12 month period prior to graduation.

C) Estimate the number of adults who may be initiating demands on adult service programs during the specified 12 month period. Include individuals entering the catchment area from other localities, re-entering from institutional care, or being identified as appropriate for services after a period of not being served.

D) Add the numbers from A, B & C to get the total number of individuals estimated to initiate demands for adults services during the specified 12 month period ( D ), e. g., between 7-86 and 6-87.

$$A + B + C = D$$

Column 2: Program Type and Service Capacity.

The transition planning core team needs to identify the program types (Job Placement; Transitional Employment; Supported Competitive; Enclave; Mobile Crew; Sheltered Workshop; Adult Activity) that are available and the number of individuals that can be served in each program type. If a program type is not available in the community indicate this fact on the form.

Column 3: Number of individuals from Column 1 targeting specific program types.

From the Individual Transition Plan (ITP's), Individual Program Plan (IPP's) and Individual Written Rehabilitation Plan (IWRP's) compile the number of individuals targeted for each program type. Requests or demands for program type(s) not currently available in the community should be noted and included in needs assessment information.

Column 4: Number of individuals currently on waiting lists.

For each program type, identify and list the number of individuals currently on the providers waiting lists for services.

Column 5. Projected number of program slots to open up per year.

Based on the previous year's information, list the projected number of program slots to become open in each program type, given the current funding and staffing level. Include individuals moving out of the catchment area (estimate), completing the program, discontinuing the program, or requiring a level of service which allows the program to accomodate new referrals.

Column 6: Projected percentage of program turnover.

Compute by dividing the number in Column 5 by the Service Capacity (# in Column 2) then multiplying by 100.

(Column 5/ Column 2) X 100 = Projected Turnover %)

The Projected turnover percentage gives an indication of projected person movements from each program type. (i.e. 66% of the consumers will move out of the program or require a level of service which allows the program to accomodate new referrals.)

TABLE 5-1, LOCAL COMMUNITY NEEDS ASSESSMENT

Instructions for completion of this form are attached.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|
| | Program Type and Service Capacity (SC) | # of Consumers from Column 1 targeted for specific program types. | # of Consumers currently on waiting lists. | Projected # of program slots to open per year. | Projected % percentage of program slots to be open. | Total # to be over Program's service capacity | % of change (+ or -) in funding/resource allocations indicated. |
| A) # of Special Education graduates to begin accessing adult services between 7-86 and 6-87<br>116 | Job Placement SC - 50 | 44 | 8 | 35 | 70% | 17 | +34% |
| | Transitional Employment SC - 40 | 28 | 15 | 21 | 52% | 22 | +55% |
| | Supported Competitive Employment SC - 60 | 31 | 18 | 35 | 58% | 14 | +23% |
| B) # of Spec. Educ. students to access adult services prior to grad. between 7-86 and 6-87.<br>8 | Enclave SC - 11 | 12 | 3 | 1 | 9% | 14 | +127% |
| C) # of adults expected to begin accessing adult service programs between 7-86 and 6-87.<br>20 | Mobile Crew SC - NP | 6 | 3 | | | 9 | +100% |
| | Sheltered Workshop SC - 65 | 16 | 15 | 9 | 13.8% | 22 | +34% |
| | Adult Activity SC - 22 | 6 | 8 | 1.5 | 6.8% | 12.5 | +57% |
| D) Total # of new individuals to potentially demand adult services between 7-86 and 6-87.<br>143 | No Services Requested | 36 | | | | | |

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## COMMUNITY SERVICES REVIEW

The purpose of this community analysis is to document current services which are available in your community for special education students leaving the public schools. This information should be helpful in establishing a list of community service needs for your locale.

## SUMMARY QUESTIONS

I. Are you serving an appropriate number of special education students? (To many, too few, by handicapping condition, by ethnicity, by gender, by age). Dropouts.

II. Are you pleased with the goals for each of your programs?

III. Are you pleased with the program options available to your students (settings and content)?

IV. What is the current economic climate in your locale?

a) Unemployment rate, projection for next two years.

b) New jobs in the future.

c) Who hires your graduates?

V. How do the community college plans for expanding course work to special education graduates inpact your planning?

VI. How do DVR plans for the next 2-3 years for your population impact your planning?

VII. How do MH/MR/DD plans for programs over the next 2-3 years impact your program?

VIII. What are the current needs of the special education students who have left your program?

LIST OPTIONS FOR GRADUATING SPECIAL EDUCATION STUDENTS IN YOUR COMMUNITY

| Service | Eligibility | Services Provided | Current Number Enrolled | Number of Spec. Ed. Graduates Last 3 yrs. | Openings (Slots) Now | Openings (Slots) Next Six Months | Future Plans |
|---|---|---|---|---|---|---|---|
| 1. Mental Health/ DD | | | | | | | |
| 2. Vocational Rehabilitation | | | | | | | |
| 3. Community College | | | | | | | |
| 4. Employment/ Security | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |

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## ACTION PLAN FOR SECONDARY/TRANSITION PROGRAMS

| Variables | Currently Available or Effective | Needed |
|---|---|---|
| 1. Curriculum: Which parts are effective? What needs to be developed? | | |

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| Variables | Currently Available or Effective | Needed |
| --- | --- | --- |
| 3. Coordination: Examples of cooperative endeavors within agencies and between them. What new coordination is needed? | | |

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| Variables | Currently Available or Effective | Needed |
| --- | --- | --- |
| 3. Transition: Effective transition activities? What procedures are needed? | | |

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| Variables | Currently Available or Effective | Needed |
| --- | --- | --- |
| 4. Documentation: What is currently available? What is needed for planning? | | |

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5. List three major items needed to make your community and school more effective:





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## SUMMARY QUESTIONS

I. Are you serving an appropriate number of special education students? (To many, too few, by handicapping condition, by ethnicity, by gender, by age). Dropouts.

II. Are you pleased with the goals for each of your programs?

III. Are you pleased with the program options available to your students (settings and content)?

IV. What is the current economic climate in your locale?

a) Unemployment rate, projection for next two years.

b) New jobs in the future.

c) Who hires your graduates?

V. How do the community college plans for expanding course work to special education graduates inpact your planning?

VI. How do DVR plans for the next 2-3 years for your population impact your planning?

VII. How do MH/MR/DD plans for programs over the next 2-3 years impact your program?

VIII. What are the current needs of the special education students who have left your program?

SOURCE: Project Transition into Employment, RRTC, Virginia Commonwealth University

## Instructions for Completion of the

## D. Community Services Program Effectiveness Table

Column 1. Name of Service Provider and Program Type.

List each service provider (Carl County ARC) and the specific program type (supported competitive employment) they operate. If a service provider operates more than one program type (supported competitive employment and mobile work area) each program type should be listed separately.

Column 2. Targeted Outcome(s) of Service.

Define in measurable terms the providers targeted outcome of service, what is the desired consumer result from the provision of the service named.

Column 3. Prescribed Duration of Service (and/or pre-service referral period) to achieve the measurable targeted outcome Column 2.

Based on intervention records, list the average duration of service provision which is necessary to achieve the targeted outcome (Column 2).

Column 4: Number of consumers achieving Targeted Outcome(s).

List the number of consumers in the last twelve months who achieved the target outcomes as defined in Column 2.

Column 5: Total Number of Consumers Served by the Program.

List the total number of consumers served by the program over the past twelve months.

Column 6: Percentage of Program Effectiveness.

Computed by dividing Column 4 by Column 5 and multiplying by 100. (Column 4/ Column 5) X 100 = Percentage of Program Effectiveness)

Column 7: Total number to be over Program's Service Capacity.

Compute by adding Column 3 and Column 4, from this total substract Column 5.

(Column 3 + Column 4) - Column 5 = # Over Service Capacity.

These numbers indicate what projected waiting list numbers may be for each program type, for the coming 12 month period, given current funding and staffing levels.

Column 8: Percentage of change indicated (+ or - ) in funding/resource allocation(s)

Compute by dividing Column 7 by Column 2 and multiplying by 100.

(Column 7/ Column 2) X 100 = Percentage of Change Indicated

This figure gives planners an estimate of how much (increase or decrease) in budget allocation are needed to meet service demand for each program type in the coming year.

| Type of Service Provider and Program Type | Targeted Outcome(s) of Service | Projected Duration of Service Needs and Level of Support to Achieve Targeted Outcome | # of Youngsters Receiving Targeted Services Until Completion of Service or End of 6 Month Service Delivery Period | Total # of Youngsters to be Served Each 12 Month Period | Percentage of Program Utilization |
|---|---|---|---|---|---|
| Multi-level Rehabilitation Facility to Provide Services | Participants will be placed into competitive employment situations during private time in order to obtain and retain employment for at least 90 days. | 6 mo. | 20 | 40 | 50% |
| Full Family Rights Schools Vocational Education and Placement Services | Participants will be placed into competitive employment situations during private time in order to obtain and retain employment for at least 90 days. | 6 mo. | 40 | 80 | 50% |
| Supported Employment of Full Family Experience Employees | Participants will be competitively employed serving private sector to obtain, maintain and retain full job level employment opportunities commensurate with his/her skill level at the end of a 6 month period and retain employment for a period of 6 months. Participants will be provided for on-going follow-along services by the case-worker/job agency. | 6 mo. | 60 | 24 | 70% |
| Full Family Job Supported Experience Employees | Participants will be competitively employed serving private sector to obtain, maintain and retain full job level employment opportunities commensurate with his/her skill level at the end of a 6 month period and retain employment for a period of 6 months. Participants will be provided for on-going follow-along services by the case-worker/job agency. | 6 mo. | 4 | 10 | 40% |
| Supported Employment of Full Family Service Program | Participants will be employed in an entry employment program training for 90 of private sector by the end of a 6 month service delivery period. | 6 mo. | 8 | 10 | 80% |
| Full Family Services Training Program - Level I | Participants will achieve services to meet 90 of private sector by the end of a 6 month service delivery period. | 6 mo. | 7 | 10 | 70% |
| Full Family Services Training Program - Level II | Participants will achieve services to meet 90 of private sector by the end of a 6 month service delivery period. | 6 mo. | 14 | 20 | 70% |
| Full Family Services Training Program - Level III | Participants will achieve services to meet 90 of private sector by the end of a 6 month service delivery period. | 6 mo. | 8 | 10 | 80% |
| Full Family Services Training Program - Level IV<br><br>Supervisor Placement | Participants will be placed into competitive employment situations by the end of a 6 month service delivery period. | 6 mo. | 6 | 8 | 75% |

TABLE 5-2. [illegible]

Projected Duration of Services and Percentage of Consumers Reaching Targeted Outcomes

[illegible]

Student:_____
Date:_____
Date of Graduation:_____

For the purpose of community needs assessment information it is important to note what services may be needed for an individual consumer which may NOT currently be available in the community. One of the interagency transition team liaisons should be responsible for maintaining a file of what services are needed but unavailable. As appropriate, this information should be compiled into reports form and sent to the appropriate agency administrators. Therefore for this student...

IF INDICATED OR NEEDED SERVICE OR SERVICES ARE UNAVAILABLE, NOTE BELOW.

Signature/title of meeting attendees:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ Developmental Associates, Inc.

SOURCE: Long Island University/Transition Project (New York 2)
(Developed by Pearl Sonnberg)

## Checklist of Colle LD Resources and Services

Admissions requirements:

Special testing? _____

Untimed SAT? _____

I. Q. Test? _____

Special services available:

Number of full-time LD specialists _____

Assignment of faculty advisor? _____

Provision for special procedures & study? _____

for testing ? _____

Method of articulation of program with professors? _____

---

Career counseling? _____

Resource center: convenient ? _____

comfortable ? _____

Number of hours of tutoring by specialists per wk ? _____

Extra fees for support services? _____

College atmosphere:

Number of learning disabled students on campus ? _____

full-time ? _____

part-time ? _____

Average age? _____

Housing differentiation? _____

Are are professors and counselors informed of students' needs ? _____

---

Are the following alternatives available:

- reduced course load? _____
- substitutions for required courses? _____
- remediation classes? _____
- recorded lectures? _____
- alternative admission procedures _____

## Employment Programs for Adults With Moderate and Severe Disabilities Sample Needs Assessment Questions

1. What is the program's overall philosophy toward employment for individuals with moderate and severe disabilities?

2. What is the/ program's eligibility requirements? Are there any pre-requisite skills required? How many consumers are waiting on list?

3. What population(s) does the program serve?

4. Specifically, what service(s) does the program provide: post secondary vocational training? vocational evaluation? job seeking skills? career counseling? job placement? supported employment? etc.

5. How many consumers are placed in employment each year? How many are maintained in employment? What is the program's definition of "successful"?

6. What are the average consumer earnings hourly, weekly, monthly, and or yearly?

7. What is the average number of hours worked by consumers daily and weekly? Is the work temporary or seasonal?

8. How much integration do consumers have with non-disabled peers? What is the ratio of workers with disabilities to non-disabled workers?

9. What is/are the agency's primary funding sources(s)?

10. What is/are the agency's primary funding source(s)?

11. What is the name of the program and what image does the name invoke?

12. Is the program accessible to public transportation or does the program provide specialized transportation?

13. Are services facility-based or community-based?

14. What is the ratio of staff to consumers? (differentiate between direct and administrative)

## Needs Assessment for Local Action Plans and Interagency Agreements

A small number of persons, usually six to ten, representing key agencies in the community needs to agree to serve as a catalyst to initiate an interagency agreement. These persons are the CORE team.

As an interagency core team, first identify and then prioritize the issues you would like to see addressed by a local interagency agreement.

| Step 1: Is This a Need? | | Step 2: Is This a Priority? |
|---|---|---|
| __yes __no | 1. Purpose or mission statement of agreement | _____ |
| __yes __no | 2. Process of eligibility determination for each agency's services | _____ |
| __yes __no | 3. Referral procedures of each agency's services | _____ |
| __yes __no | 4. Staff allocation for transition planning/supported employment services | _____ |
| __yes __no | 5. Procedures for implementation of agreement | _____ |
| __yes __no | 6. Plan for dissemination of local agreement | _____ |
| __yes __no | 7. Plans for crossagency inservice staff training | _____ |
| __yes __no | 8. Menu of service options currently staff training | _____ |
| __yes __no | 9. Identification of services targeted for development | _____ |
| __yes __no | 10. Procedures for development of new services | _____ |
| __yes __no | 11. Specification of target population for pilot services | _____ |
| __yes __no | 12. Delineation of time-limited and on-going services available from each agency | _____ |

| Step 1: Is This a Need? | | Step 2: Is This a Priority? |
|---|---|---|
| __yes __no | 13. Cost/sharing/funding coalitions planned or currently in placed | ____ |
| __yes __no | 14. Data sharing provisions | ____ |
| __yes __no | 15. Release of information and confidentiality | ____ |
| __yes __no | 16. Roles/attendance of personnel in IEP/ITP meetings | ____ |
| __yes __no | 17. Timelines for implementation of agreement objectives | ____ |
| __yes __no | 18. Schedule/procedures for renegotiation or modification of agreement terms | ____ |
| __yes __no | 19. Policies on specific service delivery related to transition planning/ supported employment | ____ |
| __yes __no | 20. Identification agency liaisons in participating agencies | ____ |
| __yes __no | | ____ |
| __yes __no | | ____ |

SOURCE: Project Transition Into Employment, Rehabilitation, research and Training Center (RRTC), Virginia Commonwealth University

## Secondary Education Programs for Students With Moderate and Severe Disabilities Sample Needs Assessment Questions

1. What is the LEA's overall philosophy of secondary education for students with moderate and severe disabilities?

2. Does the LEA collect any follow-up data to determine what outcomes former students achieve and what services former student access?
   Are school personnel statisfied with former students' outcomes?

3. To what degree are students integrated into classes and activities with non-disabled peers?

5. How many students receive vocational education services? How is curricula adapted?

6. Do students receive community-based training (not intermittent field trips): If yes, in what curricular domains? How frequently?

7. Does classroom training target functional age-appropriate activities?

8. Do vocational training programs support job placements prior to or immediately upon leaving school?

9. Do secondary vocational programs collect situational assessment data as well as formal assessment data?

10. Are students given the opportunity to participate in a variety of vocational training experience? in sheltered settings? simulated setting? real work environment?

11. Do students receive formal transition planning? At what age?

12. What professionals and agencies are involved in transition planning?

13. Are parents and students actively involved in transition planning and implementation?

14. Are parents and students provided information on locally available adult services? Are school personnel knowledgable about referral procedurs and eligibility information?

15. Are release of information procedures in place to release student records to adult services providers?

16. Are parent and peer support groups available during the transition years?

SOURCE: Child Development & Mental Retardation Center, University of Washington and University of Oregon (Developed by Eugene Edgar, Ph.D & Andy Halpern, Ph.D)

H. PROPOSED STANDARDS....

**IDENTIFYING INFORMATION**

NAME _____ DATE _____

LOCATION OF LOCAL TEAM (City or Town) _____

BIRTH DATE _____ GENDER: ____ Male ____ Female

PRIMARY AFFILIATION AS A TEAM MEMBER (Please check one line below)

____ special education teacher

____ regular academic education teacher

____ special education administrator

____ regular vocational education teacher

____ provider of related school services (specify) _____

____ vocational rehabilitation counselor

____ mental health/mental retardation case manager

____ community college teacher or administrator

____ other adult service provider (specify) _____

____ parent of a student with a disability

____ employer

# PROPOSED STANDARDS FOR EVALUATING THE QUALITY OF SECONDARY SPECIAL EDUCATION PROGRAMS

For each standard listed below, indicate the value you attach to this standard and the extent to which your program is meeting the standard.

## Curriculum and Instruction

1. Students with disabilities have complete access to the regular academic curriculum.

   Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

   Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

2. Students with disabilities have complete access to remedial academic instruction.

   Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

   Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

3. Students with disabilities have complete access to the regular vocational curriculum.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 3 | 3 |

4. Students with disabilities have complete access to specialized vocational instruction.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 3 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

5. Vocational training opportunities include a wide array of options, which are properly referenced to the job markets that will be available when training is done.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 3 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

6. Community-based instruction is available as one option within the vocational curriculum.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

7. One component of community-based instruction in the vocational curriculum is actual job experience.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

8. Students with disabilities have complete access to specialized instruction in independent living.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

9. Community-based instruction is available as one option within the independent living curriculum.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

10. Students with disabilities have complete access to specialized instruction in social/interpersonal skills.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

11. Community-based instruction is available as one option within the personal/social curriculum.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

10. Procedures have been developed for placing all students properly within the array of curricular opportunities.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

11. Procedures exist for securing parent involvement in placement decisions for those child with a disability.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

12. Instructional procedures for students with disabilities include a systematic component that deals with maintenance and generalization of student learning.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

(d) Functionally generic used with special education students are age-appropriate.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

(e) Procedures exist for regularly evaluating and overseeing any curriculum materials that are released to secondary special education.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

(f) Procedures exist for evaluating the impact of the curriculum in terms of student learning outcomes.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

39. Specific programs exist for facilitating the social integration of all students with disabilities, especially those with severe disabilities who otherwise would have little opportunity for integration into the regular school program.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Unspecified |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

Participation

40. Students with disabilities have opportunities to learn prerequisite entry skills that are needed for participation in the regular curriculum.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Unspecified |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

41. Students with disabilities have opportunities to learn prerequisite entry skills that are needed for participation in the regular curriculum.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Unspecified |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 0 | 0 |

61. Teachers of regular academic courses are provided with assistance in adapting their instruction in order to meet the needs and entry skills of students with disabilities.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 0 | 0 | 0 |

62. Teachers of regular vocational courses are provided with assistance in adapting their instruction in order to meet the needs of students with disabilities.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 0 | 0 | 0 |

63. Negative attitudes of regular academic and vocational education faculty toward special education are acknowledged, when such attitudes exist, and specific activities undertaken to change such attitudes.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 0 | 0 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 0 | 0 | 0 |

24. One or more people are specifically designated to coordinate the relationships between special education and the regular academic program.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

25. One or more people are specifically designated to coordinate the relationships between special education and the regular vocational education program.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

26. Collaborations between special education and the regular academic program are formalized in a written agreement.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

27. Collaborations between special education and the regular vocational education program are formalized in a written agreement.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

28. Procedures exist for evaluating the effectiveness of program coordination efforts between special education and the regular academic and vocational programs.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

29. Procedures exist for securing parent involvement in monitoring and evaluating school programs for their child with a disability.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

## Transition

50. Transition goals are addressed as part of the planning process for students with disabilities.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

51. Employment objectives are addressed in the transition planning process, when appropriate.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

52. Independent living objectives are addressed in the transition planning process, when appropriate.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

33. Social/interpersonal objectives are addressed in the transition planning process, when appropriate.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

34. Post-secondary educational objectives are addressed in the transition planning process, when appropriate.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

35. Information exists on the exact type and nature of community services currently available to special education students and graduates.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

36. Collaborations between special education and relevant adult agencies, for the purpose of transition services, are formalized in a written agreement.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

37. One or more persons are specifically designated to coordinate the transition-related activities of schools and adult service agencies.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

38. Procedures exist for securing parent involvement in the transition planning process for their child with a disability.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

39. Procedures exist for securing parent involvement in the transition implementation process for their child with a disability.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

40. Procedures exist for evaluating the impact of transition programs and services.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

Documentation

41. Demographic information (age, gender, ethnicity, and type of disability) is available for special education students currently enrolled in regular (academic and vocational) and special education programs.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

42. IEPs routinely include information on academic objectives for students with disabilities.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

43. IEPs routinely include information on vocational objectives for students with disabilities.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

44. IEPs routinely include information on independent living objectives for students with disabilities.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

45. IEPs routinely include information on social/interpersonal objectives for students with disabilities.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

46. Transition activities are documented through the utilization of a formal Individualized Transition Plan (ITP).

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

47. ITPs are developed no later than the sophomore year and are reviewed at least annually.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

48. Well defined criteria exist for determining who may receive a regular diploma, a modified diploma, and/or a certificate of achievement.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

49. Demographic information (age gender, ethnicity, and type of disability) is available for special education students with respect to the manner in which they exit from school (graduate with regular diploma, graduate with modified diploma, graduate with certificate of attendance, drop out, age out).

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

50. Procedures exist for conducting systematic follow-up evaluations on the community adjustment of students with disabilities who leave school either by graduation, by dropping out, or by aging out.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

**Administrative Support**

51. The school special education coordinator, the school principal, and the district special education administrator are all supportive of secondary special education programs.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

52. Work load assignments to teachers include adequate time to prepare lessons.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

53. Procedures exist for using aides and volunteers effectively within the instructional program.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

54. Appropriate in-service training is regularly provided to personnel who are responsible for secondary special education.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

55. There is a discrete secondary advisory board, consisting of school staff, community agency representatives, parents, students, former students and employers, which meets regularly to monitor, evaluate, and recommend improvements for the secondary special education program.

Value (circle one number only)

| Critical | Important | Somewhat Useful | Superfluous |
|---|---|---|---|
| 3 | 2 | 1 | 0 |

Current Status (circle one number only)

| Completely Achieved | Mostly Achieved | Partially Achieved | Not Achieved |
|---|---|---|---|
| 0 | 1 | 2 | 3 |

SOURCE: Project Transition into Employment, RRTC, Virginia Commonwealth University.

**Needs Assessment for Local Action Plans and Interagency Agreements**

A small number of persons, usually six to ten, representing key agencies in the community needs to agree to serve as a catalyst to initiate an interagency agreement. These persons are the CORE team.

As an interagency core team, first identify and then prioritize the issues you would like to see addressed by a local interagency agreement.

| Step 1: Is This a Need? | | Step 2: Is This a Priority? |
|---|---|---|
| __yes __no | 1. Purpose or mission statement of agreement | ____ |
| __yes __no | 2. Process of eligibility determination for each agency's services | ____ |
| __yes __no | 3. Referral procedures of each agency's services | ____ |
| __yes __no | 4. Staff allocation for transition planning/supported employment services | ____ |
| __yes __no | 5. Procedures for implementation of agreement | ____ |
| __yes __no | 6. Plan for dissemination of local agreement | ____ |
| __yes __no | 7. Plans for crossagency inservice staff training | ____ |
| __yes __no | 8. Menu of service options currently staff training | ____ |
| __yes __no | 9. Identification of services targeted for development | ____ |
| __yes __no | 10. Procedures for development of new services | ____ |
| __yes __no | 11. Specification of target population for pilot services | ____ |
| __yes __no | 12. Delineation of time-limited and on-going services available from each agency | ____ |

| Step 1: Is This a Need? | | Step 2: Is This a Priority? |
|---|---|---|
| __yes __no | 13. Cost/sharing/funding coalitions planned or currently in placed | _____ |
| __yes __no | 14. Data sharing provisions | _____ |
| __yes __no | 15. Release of information and confidentiality | _____ |
| __yes __no | 16. Roles/attendance of personnel in IEP/ITP meetings | _____ |
| __yes __no | 17. Timelines for implementation of agreement objectives | _____ |
| __yes __no | 18. Schedule/procedures for renegotiation or modification of agreement terms | _____ |
| __yes __no | 19. Policies on specific service delivery related to transition planning/ supported employment | _____ |
| __yes __no | 20. Identification agency liaisons in participating agencies | _____ |
| __yes __no | | _____ |
| __yes __no | | _____ |

SOUTHWEST BUSINESS & INDUSTRY REHABILITATION ASSOCIATION

4410 N Saddleback Trail
Suite B
Scottsdale, Arizona 85251
(602) 949-0135

SOURCE: Arizona

PROJECT BRIDGE

TRANSITION ASSESSMENT QUESTIONS
REFERRAL

1. Do you presently have a referral system for handicapped students:

   --for additional training
   --for employment
   --other
   --upon graduation
   --pre graduation

   Where do you make the majority of your referrals?

   Are you able to conduct follow-up on the referrals you make?

   If not, what are some of the problems involved?

2. What are your needs in terms of a referral system?

   --pre graduation

   --post graduation

TRACKING SYSTEM

3. Is there anyone that is able to maintain contact after graduation with the student?

   If not, do students contact the school for help? What happens?

4. Do you have a systematic tracking procedure?
   Are you able to track once they graduate?

TRAINING

5. How is the vocational education objective correlated with IEP in district. What form is used?

6. What type(s) of access to vocational training do students have?

   --in school
   --out of school

7. Is there an in-school work component?
   Does this ultimately lead to community job placement?

8. Are there opportunities available for acquisition or upgading of skills either within the school setting or on-the-job/work experience/other?

9. Any types of cooperative work experience between school and employers?

   If yes, how is it established? Any problems in developing this arrangement?

10. Do you need a plan for advocacy with co-workers, parents, employers?

11. Are you able to provide job development/job placement for your students?

    If not, do you have a source for this information? Do you need a source?

    Is there potential for a collaborative effort with other agencies or districts?

## COORDINATION

12. What are present needs in the area of coordination of vocational services within Maricopa County?

13. Do you feel effective coordination is being achieved?

    If not, what do you see as impeding cooperative service delivery?

    What can be done to achieve effective coordination?

14. Do you know of any present efforts that are being made to coordinate vocational services in Arizona that are provided in the public and private sector?

15. Do you have a needs assessment document that relates to vocational education?

16. What are YOUR present needs in the area of vocational service delivery?

17. Have you any ideas as to potential ways to meet these needs?

18. What needs for the handicapped youth do you see as important but not now being met uniformly specifically to facilitate the transition of youth to community resources, employment, etc.

--Learning Disabled

--Educable Mentally Handicapped

--Trainable Mentally Handicapped

--Physically Handicapped

--Emotionally Handicapped

--Multiply Handicapped

--Visually Handicapped

--Hearing Handicapped

--Other

## PRESENT SERVICE DELIVERY

19. Do you see any overlap in services as they relate to handicapped youth?

Where?

20. What are the major gaps in services that you (or students) have encountered?

21. What difficulties are encountered by youth in making transition from school to work?

22. Do you feel that parental attitudes are having a positive or negative effect on vocational transition.

    If negative, what do you feel are the barriers?

23. Do you know of any present programs or organized efforts now being made in linking handicapped with in-school or post-secondary options?

    If yes, what?

    Nature of Effort?

24. If you had a "wish" list, what would you include that you feel would be necessary component(s) of successful transition from high school to adult/working life?

25. Based on your caseload for the last year, do you have estimates of the:

    a. Number of students that found jobs on their own.

    b. Number of students that utilized time-limited services, i.e. DVR.

    c. Number of students that required continual supportive services, i.e. went to day activity centers upon graduation, or sheltered workshops.

26. How can this project best assist you and your students in the transition from school to post-secondary resources?

SOURCE: Child Development & Mental Retardation Center, University of Washington and University of Oregon (Developed by Eugene Edgar, Ph.D & Andy Halpern, Ph.D)

## IDENTIFYING INFORMATION

NAME _____ DATE _____

LOCATION OF LOCAL TEAM (City or Town) _____

BIRTH DATE _____ GENDER: ____ Male ____ Female

PRIMARY AFFILIATION AS A TEAM MEMBER (Please check one line below)

____ special education teacher

____ regular academic education teacher

____ special education administrator

____ regular vocational education teacher

____ provider of related school services (specify) _____

____ vocational rehabilitation counselor

____ mental health/mental retardation case manager

____ community college teacher or administrator

____ other adult service provider (specify) _____

____ parent of a student with a disability

____ employer

SOURCE: Human Resources Center, Albertson, Long Island, N.Y. (New York 1)

FOLLOW - UP OF GRADUATES

INTERVIEW---PHONE INTRODUCTION

Hello, my name is _____. I am a research assistant at the Human Resources Center. Did you receive a letter from the alumni advisory committee? (If no, explain what is in the letter). Then you are aware that the reason I'm calling is to ask some questions about how things have been going for you since leaving high school.

I'd like to begin the interview now, if that's alright with you.

All information that you give me will be coded so that your name will not be used and all information will remain confidential. Some questions may be hard to answer. We would appreciate your being as accurate and truthful as possible. You do not have to disclose any information that you don't wish to. You may choose to not answer some questions or to stop the interview. The interview will take about 20 minutes. Please keep your answers as brief as possible because we have a lot of questions and you can add any comments or additional information at the end of the interview.

Follow-Up Study of NRS Graduates
Follow-up Interview

ID NUMBER _____ (1-4)

Date of Interview _____

Interviewer _____

INSTRUCTIONS TO INTERVIEWER:

A. READ QUESTIONS AND INTRODUCTIONS EXACTLY AS WRITTEN.

B. DO NOT READ RESPONSE UNLESS NEEDED AS A PROBE OR UNLESS THIS IS SPECIFIED

C. CONDUCT SURVEY ONLY WITH ALUMNI, NOT PARENT OR FAMILY MEMBER

First, we would like to know a little about your background and whom you live with.

1. Are you [READ LIST] (5)
   1 single
   2 married
   3 divorced/separated
   4 widowed

2. At this time who are you living with? (6-7)

   1 alone
   2 with spouse/significant other
   3 with spouse and children
   4 with child(ren)
   5 with friends
   6 with an attendant
   7 with parents (both)
   8 with single parent
   9 with relatives
   10 with a foster family
   11 group home/community house
   12 health care facility/institution
   13 other (specify) _____

3. Do you have children? (8)
   1 yes
   2 no

4. At what age did you become disabled? (9-10)
   1 at birth
   2 age _____ (closest year)

ID NUMBER _____

The next group of questions is about your employment.

5. After leaving school (high school or college), how long were you unemployed before your first job? (11-13)
_____(months)

IF NEVER WORKED, GO TO QUESTION 26

6. How many full time paid jobs have you had since leaving high school? (14-15)
_____

7. How many paid part-time jobs have you had since leaving high school? (16-17)
_____

8. How many months did you work over the past 12 months? (18-19)
_____

9. What was the longest time you stayed at a job? (20-22)
(convert to months) _____

10. Why did you leave your last job? (23-24)
1 fired--disability related problem
2 fired--late, other work problems
3 fired--problem with boss, other people
4 laid off--not enough work
5 temporary/seasonal
6 quit--illness--disability related problem
7 quit--transportation problem
8 quit--other reason
9 better job offer
10 other (specify) _____

11. a What is your current employment status? (25)
1 currently employed Full-time
2 currently employed Part-time
3 volunteer work
4 unemployed
5 homemaker

b Are you in school or some type of program? (26-27)

6 in college or training program full-time
7 in college or training program part-time
8 in other type of program
9 trying to get into a school or program (specify)
10 other, (specify) _____
11 No

ID NUMBER _____

**FOR THOSE CURRENTLY EMPLOYED OR DOING VOLUNTEER WORK ASK RE: PRESENT JOB; FOR THOSE UNEMPLOYED ASK RE: LAST JOB**

12. a How long did you hold your most recent job? (28-30)
(convert to months) _____

b IF UNEMPLOYED: When did you leave your last job? (31-32)
_____ (year)

13. What type of company do (did) you work for? (33)
1 self-employed
2 profit-making, competitive employment
3 a not-for-profit agency, competitive employment
4 home employment
5 a sheltered workshop
6 other specify _____
7 don't know

14. How many hours do (did) you work per week? _____ (34-35)
Do you want to work more hours? 1 Yes 2 No

15. What is (was) your job title or major responsibility? (37)
_____

_____ (38)

16. How satisfied are (were) you with your job? READ LIST (39)
1 very satisfied
2 somewhat satisfied
3 somewhat dissatisfied
4 very dissatisfied

17. How satisfied are (were) you with the salary? READ LIST (40)
1 very satisfied
2 somewhat satisfied
3 somewhat dissatisfied
4 very dissatisfied
5 NA - VOLUNTEER WORK

18. Do you believe you are (were) overqualified or underqualified for your present (past) job? (41)
1 Yes overqualified (explain below)
2 Yes underqualified (explain below)
3 No

_____

_____

19. How did you find your job? (42-43)
1 walk-in
2 advertisement
3 through a friend
4 school placement
5 personnel department
6 private employment agency
7 government employment agency
8 vocational rehabilitation agency
9 other (specify) _____
10 NA

ID NUMBER _____

(44)

20. Have (did) you ever received a job promotion or raise in pay, as special recognition from the employer?
    1 Yes (specify) _____
    2 No

(45)

21. Did you need any physical accommodations (such as parking spot, work site changes, technical aids, mobility aids) to perform your job? (if yes specify)
    1 No, did not need
    2 Yes, but changes were not made
    Yes, changes were made by:
    3 supervisor 6 personnel
    4 co worker 7 other
    5 nurse

    What was needed? _____

(46)

22. Did you need any job modifications (such as job sharing, work pace, varied hours, approach to actual job) to do your job?
    1 No, did not need
    2 Yes, but changes were not made
    Yes, changes were made by:
    3 supervisor 6 personnel
    4 co-worker 7 other
    5 nurse

    What was needed? _____

(47)

23. Did you need any day-to-day support services (e.g. nursing care, personal care, transportation, rest periods) from your employer? (if yes, specify)
    1 No, did not need from employer
    2 Yes, but changes were not made
    Yes, changes were made by:
    3 supervisor 6 personnel
    4 co-worker 7 other
    5 nurse

    What was needed? _____

(48)
(Blank)

(49-50)

25. IF CURRENTLY EMPLOYED What do you think has enabled you to obtain and maintain employment while others in your class have not?

_____

_____

_____

FOR THOSE CURRENTLY EMPLOYED, GO TO QUESTION 33

FOR UNEMPLOYED ID NUMBER _____

26. Are you seeking employment? (51-52
0 Yes
No Why not? GO TO QUESTION 33
1 retired
2 homemaker
3 student
4 volunteer work
5 too disabled to work
6 loss of financial benefits
7 discouraged
8 in a day treatment program
9 health
10 transportation
11 other, specify _____

27. Do you feel ready to go to work? (53
1 Yes
2 No, Why not? _____

28. How important is it to you to get a job? READ LIST (54
1 very important
2 somewhat important
3 not very important

29. How important is it to your family that you get a job? (55
READ LIST
1 very important
2 somewhat important
3 not very important

30. Would your financial disability benefits be lost if you took a job? (56
(e.g. SSI, SSDI, insurance, pension)
1 No
2 Not sure, don't know
3 Yes
a. Is this a major reason why you are still unemployed? (57
1 Yes 2 No
b. If this situation were altered, to allow you to keep some insurance benefits would you be more interested in getting a job? (58
1 Yes 2 No

31. In the past, have you ever turned down a job for fear that you would lose financial benefits? (59
1 yes 2. no

32. What, if any, do you feel is the major difficulty for you in (60
a. looking for a job? REPEAT ABOVE b. holding a job?

| a. looking for a job? | b. holding a job? |
|---|---|
| 1 health (stamina/medical problems) | 1 health (stamina/medical problems) |
| 2 transportation | 2 transportation |
| 3 not enough training/ education | 3 not enough training/ education |
| 4 discrimination | 4 discrimination |
| 5 loss of benefits | 5 loss of benefits |
| 6 interviews--job application forms | 6 interviews--job application forms |
| 7 other--specify _____ | 7 other--specify _____ |
| 8 none | 8 none |

(61

ID NUMBER _____

ALL RESPONDENTS

The next part of the survey has to do with sources of income, education, training and other programs.

33. Do you receive income from? READ LIST ASK HOW MUCH SPECIFY IF YEARLY, MONTHLY WEEKLY, HOURLY

| | | | convert to monthly | |
|---|---|---|---|---|
| A | present job (IF EMPLOYED) | $_____ | $_____ | (62-65) |
| B | pension (IF NOT EMPLOYED) | $_____ | $_____ | (66-69) |
| C | unemployment insurance | $_____ | $_____ | (70-73) |
| D | disability insurance (SSI) | $_____ | $_____ | (74-77) |
| E | health care benefits | $_____ | $_____ | (5-8) |
| F | parental allowance | $_____ | $_____ | (10-12) |
| G | other sources? _____ | $_____ | $_____ | (13-16) |

34. Are you satisfied, in general with the educational program that you received at Human Resources School? (17)
    1 Yes
    2 No (Explain) _____

_____

_____

35. What did you like most about your high school program? (18-19)

_____

_____

_____

36. What did you dislike most about your high school program? (20-21)

_____

_____

_____

37. Did you get any work experience while in high school? (22)
    Yes, what type?
    1 part time job
    2 summer job
    3 work experience program
    4 volunteer work
    5 other specify _____
    6 No

ID NUMBER _____

38. What social or extracurricular activities did you participate in while in high school? READ LIST (23)
(Code number of activities direct 0=none, 1=one, 2=two, etc.)
a clubs
b sports
c Friday night recreation program
d social activities outside of school
e other, specify _____

39. Did your high school experiences help to give you confidence in social situations after high school, such as college or work? (24)
1 yes
2 no

40. Which, if any, of the following services did you receive from HRS while you were in high school?
(READ LIST--IF RECEIVED ASK HOW USEFUL SERVICE WAS)

| Service | Usefulness 1 very | 2 somewhat | 3 not very | 4 did not receive | |
|---|---|---|---|---|---|
| a. counseling for college | 1 | 2 | 3 | 4 | (25) |
| b. vocational career guidance | 1 | 2 | 3 | 4 | (26) |
| c. general counseling guidance | 1 | 2 | 3 | 4 | (27) |
| d. vocational evaluation | 1 | 2 | 3 | 4 | (28) |
| e. vocational training/wk. related courses | 1 | 2 | 3 | 4 | (29) |
| f. training in job search skills | 1 | 2 | 3 | 4 | (30) |
| g. tutoring | 1 | 2 | 3 | 4 | (31) |
| h. assistance in finding a job | 1 | 2 | 3 | 4 | (32) |
| i. on-the-job training | 1 | 2 | 3 | 4 | (33) |
| j. therapy (P.T./O.T./Speech) | 1 | 2 | 3 | 4 | (34) |
| k. attendant as required (bathroom/lunchroom/etc.) | 1 | 2 | 3 | 4 | (35) |
| l. peer-peer program (other schools) | 1 | 2 | 3 | 4 | (36) |
| m. independent living center | 1 | 2 | 3 | 4 | (37) |
| n. driver's education | 1 | 2 | 3 | 4 | (38) |

41. Were there any services that would have been helpful that you did not get? (39)

0 no

yes, (Specify)

_____

_____

ID NUMBER _____

42. During your years in high school, did you receive any instruction/training/counseling outside of school? (41)
   0 No
   Yes What kind? _____ (42-Blank)

43. Do you have any suggestions that would be helpful for improving the high school program? Q43A (43-44) Q43B (45-46)

_____

_____

_____

44. Have you taken any college courses or training programs since leaving high school? (47)
   0 No [GO TO #50]

   1 Yes Full-time College
   2 Yes Part-time College
   3. Full-time Training
   4. Part-time Training

   a. where? _____
   b. what kind of training/major? _____ (48-49)
   c. for how long? _____ (in months) (50-51)
   d. highest credentials or degree received? _____ (52)
   e. year completed or expected completion date _____ (53-54)

IF ATTENDED COLLEGE OR TRAINING PROGRAM

45. Did you have any difficulties adjusting to college/ training program? (55)

   0 No

   Yes, explain _____

_____

46. What social or extracurricular activities did you participate in while in-college/training program? [READ LIST] (56)
(Code number of activities direct 0=none, 1=one, 2=two, etc.)
   a clubs
   b sports
   c social/recreation activities at the college
   d social/recreation activities outside of the college
   e other, specify _____

47. How easy or difficult was it to make friends in college/ the training program? (57)
   1 very easy
   2 easy
   3 difficult
   4 very difficult

ID NUMBER _____

48. Did you feel adequately prepared academically to deal with the work load/level in college/training program? (58)
   1 Yes
   2 No

49. Could HRS have prepared you better, in any way, for adjusting to college/training program? (59)

   0 No

   Yes, how? _____
   _____

ALL RESPONDENTS

50. Are you now participating in any recreational, counseling, or treatment programs? (60)
   0 No
   1 Yes Full-time
   2 Yes Part-time
   a. Where? _____ (61-62)
   b. Type of program? _____
   c. How long attended? (in months) _____ (63-64)

51. Did you ever want to participate in a counseling, recreation or treatment program that you were unable to attend?
   0 no (65)

   yes Why couldn't you attend?
   1 not eligible
   2 medical condition
   3 no space in program
   4 transportation problem
   5 financial problem
   6 accessibility
   7 other, specify _____ (66)

The next area I'd like to ask you questions about is difficulties you may have had and support you may have received.

52. a. Is transportation a problem for you? (67)
   1 Yes 2 No
   b. Do you have a driver's license? (68)
   1 Yes 2 No
   c. Are you near a bus or train? (69)
   1 Yes 2 No
   d. Are you able to use the bus or train? (70)
   1 Yes 2 No

ID NUMBER _____

53. How do you get to work or leisure activities? (71)
1 public transportation
2 own car
3 by parent
4 other relative
5 co-worker
6 friend
7 taxi/private van
8 other specify _____

54. Do you need assistance in any of the following areas? 54.5 If yes, who provides it?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| a. traveling | 1 yes | 2 no | (72) | 1 | parent | | (78) |
| b. dressing | 1 yes | 2 no | (73) | 2 | sibling | | (79) |
| c. eating | 1 yes | 2 no | (74) | 3 | other relative | | (80) |
| d. homemaking | 1 yes | 2 no | (75) | 4 | friend | | |
| e. medication | 1 yes | 2 no | (76) | 5 | co-worker | | |
| f. other daily needs | 1 yes | 2 no | (77) | 6 | aide | | |
| | | | | 7 | other _____ | | |

55. IF AIDE PROVIDES ASSISTANCE: Card 3
a. How many hours a day is the aide with you? __hours (5-6)
b. How long has your present aide been with you? (7-9)
_____years _____months
c. Does your aide accompany you to (10)
1 work/school
2 transportation
3 recreational activities
4 medical visits
5 social visits
6 other (specify) _____
d. How would you rate your aide's performance of his/her job? (11)
1 excellent
2 good
3 fair
4 poor
e. How would you rate your personal relationship with your aide? (12)
1 close
2 neutral
3 poor
f. When an aide leaves, how long does it usually take to find a replacement? _____days (13-15)
g. How do you find a new aide? (16)
1 an agency
2 an advertisement
3 family/friends
4 other (specify) _____
h. How hard is it for you to adjust to a new attendant? (17)
1 very easy
2 easy
3 difficult
4 very difficult

ID NUMBER _____

56. How important were the following in the development of your career plans and/or obtaining employment?

| | 1 very important | 2 somewhat important | 3 not very important | |
|---|---|---|---|---|
| a | parents | 1 | 2 3 | (18) |
| b | siblings | 1 | 2 3 | (19) |
| c | teachers (guidance counselors) | 1 | 2 3 | (20) |
| d | rehabilitation professionals | 1 | 2 3 | (21) |
| e | medical professionals | 1 | 2 3 | (22) |
| f | other (specify) _____ | 1 | 2 3 | (23) |

57. When you were growing up, what was your family's expectation for you regarding employment? I will read you some statements. Then tell me which one is most like your parents expectations. (24)

1. You would never be able to get a job
2. You did not have to worry about getting a job because you could stay home and be supported
3. You would only get a job if your parents or someone you knew gave you a job
4. You would be able to work in a sheltered workshop
5. You would be able to get a competitive job if you worked hard in school and prepared for it

58. Do you feel you have been discriminated against in social situations? (25)
1 yes 2 no

59. Have you been discriminated against on a job or in being hired for a job?
yes, by whom? (Code Main Person) (26)
1 employers
2 supervisors
3 co-workers
4 others (specify) _____
5 no one

60. If you needed advice or help, who would you go to? (27) (28)
1 parents
2 siblings
3 friends
4 relatives
5 counselors
6 other, specify _____

ID NUMBER _____

61. What kinds of problems, if any, have you experienced since completing high school? (ASK FIRST, THEN READ LIST)

_____

_____

( ) medical/health (29)
( ) residential/housing (30)
( ) recreational/leisure (31)
( ) financial/income (32)
( ) legal (33)
( ) education/vocational training (34)
( ) transportation (35)
( ) social (36)
( ) employment (37)
( ) family concerns (38)
( ) other _____ (39)

62. Which, if any, of the following agencies did you go to for support after high school? (READ LIST) — How useful was the support?

| | | 1 very | 2 somewhat | 3 not very | 4 did not go | |
|---|---|---|---|---|---|---|
| a | OVR | 1 | 2 | 3 | 4 | (40) |
| b | HRC | 1 | 2 | 3 | 4 | (41) |
| c | other rehabilitation agency Name _____ | 1 | 2 | 3 | 4 | (42) |
| d | placement agency | 1 | 2 | 3 | 4 | (43) |
| e | medical facility | 1 | 2 | 3 | 4 | (44) |
| f | veteran's organization | 1 | 2 | 3 | 4 | (45) |
| g | counseling center or therapist | 1 | 2 | 3 | 4 | (46) |
| h | religious organization | 1 | 2 | 3 | 4 | (47) |
| i | self-help group | 1 | 2 | 3 | 4 | (48) |
| j | Other specify _____ | 1 | 2 | 3 | 4 | (49) |

63. IF YES TO QUESTION 62, a, b, c:
What kinds of services did the rehab agency provide? (READ LIST)

( ) vocational testing (to determine occupational interests, work skills) (50)
( ) vocational counseling (to help select and prepare for an occupation (51)
( ) education/training (to obtain job qualifications and skills) (52)
( ) training in job hunt skills (resume writing, interviewing) (53)
( ) referrals for job interviews (54)
( ) medical services (surgery, physical therapy, medication) (55)
( ) equipment (wheelchair, typewriter, hand controls, etc.) (56)
( ) financial support (living allowance, lunch money, books) (57)
( ) attendant care (58)
( ) transportation (59)
( ) other (specify) _____ (60)

ID NUMBER _____

64. If assistance were made available to you in the following areas, would you be interested? (READ LIST)

( ) transportation (61)
( ) housing ( ) a group home or ( ) independent situation (62)
( ) job placement (63)
( ) locating an appropriate educational program (64)
( ) training or upgrading job skills (65)
( ) academic enrichment (66)
( ) attendant care (67)
( ) finding social/recreational programs (68)
( ) day treatment program (69)
( ) counseling (70)
( ) other specify _____ (71)

If you have the time, I would like to ask you a few questions about your leisure time.

65. Do you socialize now with friends from READ LIST
CHECK ALL THAT APPLY

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a | HRS | 1 | yes | 2 | no | | (72) |
| b | college/vocational school | 1 | yes | 2 | no | 3 NA | (73) |
| c | work | 1 | yes | 2 | no | 3 NA | (74) |
| d | neighborhood/community | 1 | yes | 2 | no | | (75) |

66. Over the past month, which of the following leisure activities did you participate in? It doesn't matter whether you did it alone, with an aide, or with family or friends. (READ LIST) (IF YES--HOW MANY TIMES?)

| Number of Times | | | Card 4 |
|---|---|---|---|
| ___ | a | visited a friend | (5-7) |
| ___ | b | friends visited you | (8-10) |
| ___ | c | went to a movie | (11-13) |
| ___ | d | went window shopping | (14-16) |
| ___ | e | participated in some recreation/leisure activity | (17-19) |
| ___ | f | took a course (for pleasure or for credit) | (20-21) |
| ___ | g | went to a sports event (professional, collegiate, high school) | (22-24) |
| ___ | h | ate out at a restaurant | (25-26) |
| ___ | i | went to a theater or concert | (27-28) |
| ___ | j | participated in a civic, religious, political or other organized activities | (29-30) |
| ___ | k | other | (31-32) |

ID NUMBER _____

67. How many hours a day do you usually
    a watch television _____ (33-34)
    b listen to radio/records/tapes _____ (35-36)
    c read for pleasure _____ (37-38)

68. Have you taken a vacation in the past 12 months? (39)
    1 Yes
    2 No

69. Do you wish to add any comments or additional information about yourself or the areas we discussed?

_____

_____

_____

CLOSING REMARKS

Thank you very much for your time and cooperation. I'm sure that the information you have given us will be of great help. Our next step is to try to find out a bit more about your activities in school and the services you received. We will send you a consent form to sign which will allow us to examine your old school records to see what individualized education and rehabilitation services were made available to you. We expect all of this to enable us to learn as much as possible about the things that lead to a successful transition from school to the outside world.

As one way of saying "thank you", we would like to send you a Directory of all HRS alumni with current addresses and telephone numbers. Would you like to receive the Directory and have your name included in it?

Yes ( ) No ( )

Please tell me your address so that I can be sure that we have it correctly. (Alumni Directory)

_____

_____

Thank you very much for your participation.

SOURCE: Arizona

SOUTHWEST REGIONAL REHABILITATION ASSOCIATION
4610 N Scottsdale Rd
Suite B
Scottsdale, Arizona 85251
(602) 949-0135

## PROJECT BRIDGE

## TRANSITION ASSESSMENT QUESTIONS
## REFERRAL

1. Do you presently have a referral system for handicapped students:

   --for additional training
   --for employment
   --other
   --upon graduation
   --pre graduation

   Where do you make the majority of your referrals?

   Are you able to conduct follow-up on the referrals you make?

   If not, what are some of the problems involved?

2. What are your needs in terms of a referral system?

   --pre graduation

   --post graduation

### TRACKING SYSTEM

3. Is there anyone that is able to maintain contact after graduation with the student?

   If not, do students contact the school for help? What happens?

4. Do you have a systematic tracking procedure?
   Are you able to track once they graduate?

### TRAINING

5. How is the vocational education objective correlated with IEP in district. What form is used?

6. What type(s) of access to vocational training do students have?

   --in school
   --out of school

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7. Is there an in-school work component?
Does this ultimately lead to community job placement?

8. Are there opportunities available for acquisition or upgading of skills either within the school setting or on-the-job/work experience/other?

9. Any types of cooperative work experience between school and employers?

If yes, how is it established? Any problems in developing this arrangement?

10. Do you need a plan for advocacy with co-workers, parents, employers?

11. Are you able to provide job development/job placement for your students?

If not, do you have a source for this information? Do you need a source?

Is there potential for a collaborative effort with other agencies or districts?

## COORDINATION

12. What are present needs in the area of coordination of vocational services within Maricopa County?

13. Do you feel effective coordination is being achieved?

If not, what do you see as impeding cooperative service delivery?

What can be done to achieve effective coordination?

14. Do you know of any present efforts that are being made to coordinate vocational services in Arizona that are provided in the public and private sector?

15. Do you have a needs assessment documegt that relates to vocational education?

16. What are YOUR present needs in the area of vocational service delivery?

17. Have you any ideas as to potential ways to meet these needs?

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18. What needs for the handicapped youth do you see as important but not now being met uniformly specifically to facilitate the transition of youth to community resources, employment, etc.

--Learning Disabled

--Educable Mentally Handicapped

--Trainable Mentally Handicapped

--Physically Handicapped

--Emotionally Handicapped

--Multiply Handicapped

--Visually Handicapped

--Hearing Handicapped

--Other

## PRESENT SERVICE DELIVERY

19. Do you see any overlap in services as they relate to handicapped youth?

Where?

20. What are the major gaps in services that you (or students) have encountered?

21. What difficulties are encountered by youth in making transition from school to work?

22. Do you feel that parental attitudes are having a positive or negative effect on vocational transition.

If negative, what do you feel are the barriers?

23. Do you know of any present programs or organized efforts now being made in linking handicapped with in-school or post-secondary options?

If yes, what?

Nature of Effort?

24. If you had a "wish" list, what would you include that you feel would be necessary component(s) of successful transition from high school to adult/working life?

25. Based on your caseload for the last year, do you have estimates of the:

a. Number of students that found jobs on their own.

b. Number of students that utilized time-limited services, i.e. DVR.

c. Number of students that required continual supportive services, i.e. went to day activity centers upon graduation, or sheltered workshops.

26. How can this project best assist you and your students in the transition from school to post-secondary resources?

SOURCE: Transition from School to Community, Idaho State Department of Education (Idaho )

## PARENT QUESTIONNAIRE

The following questions will help you think about the services your son or daughter will need after leaving the public schools. Your answers to these questions will help school staff determine how to assist you in planning and locating services for your son or daughter.

1. Please give the age, grade level and date of graduation of your son or daughter:
   Age ____ Grade: ____ Graduation Date (if known): ____

2. What are your current postschool plans for your son or daughter? Please check the appropriate spaces:

   Residential (where he/she will live):
   live at home _____ group home _____
   apartment with support _____ independent _____
   other (specify) _____

   Vocational (what type of work; where):
   no plans _____ sheltered workshop _____
   community; sheltered _____ community; competitive____
   further training (specific type) _____
   I don't think my son or duaghter will work _____

3a Have you contacted any of the following agencies regarding postschool placements or services? Please check.

   Community Colleges _____

   Vocational Technical Institute (VTI) _____

   Private Employment Agencies _____

   Employment Security _____

   Your Child's Teacher or School _____

   Department of H & W _____

   Department of Vocational Rehabilitation (DVR) _____

   Developmental Disabilities Council _____

   Social Security Administration (SSA) _____

   Other (specify) _____

3b Have you been contacted by any of the agencies mentioned above regarding postschool services? Yes____ No____

If yes, who contacted you? _____

When? _____ Which agency? _____.

3c Have you been informed of any postschool placement options for your child? Yes____ No____

If yes, by whom? _____

When? _____ Which agency? _____

4. Have you encountered any of the following problems in obtaining postschool services for your son or daughter? Please check any that apply.

Vocational training unavailable _____

Other training unavailable or inappropriate _____

Residential placements unavailable in your area _____

Residential placements inappropriate in your area _____

Transportation problems (specify type of problem) _____

_____

Getting the "run-around" from service providers _____

Lack of knowledge of available services/resources _____

Don't know where to start _____

Other (specify)_____

_____

5. In what areas do you feel that you or your son or daughter will need assistance for postschool planning? Please check all that apply.

| | | |
|---|---|---|
| Vocational | Work placement | _____ |
| | Work training | _____ |
| | Transportation | _____ |
| Residential | Placement | _____ |
| | Independent living skills training | _____ |
| | Emotional support | _____ |

| | | |
|---|---|---|
| | Financial support | _____ |
| Leisure/Recreation | Locating appropriate programs | _____ |
| | Transportation | _____ |
| | Emotional support | _____ |
| Social/Legal | Guardianship | _____ |
| | Sexual awareness | _____ |
| | Taking care of self | _____ |
| | Verbal or physical abuse by others | _____ |

Other (specify) _____

6. What could the school district staff do to assist you in planning for your son or daughter's postschool needs?

_____

_____

_____

_____

SOURCE:

**MINNESOTA TRANSITION NEEDS ASSESSMENT SURVEY**

**Minnesota University Affiliated Program**
**on Developmental Disabilities**
**University of Minnesota**

1. Name of school/agency: _____

2. Position/Title: _____

3. City Size (check one)

___(01) large city, 50,000 or more
___(02) suburb of large city
___(03) town 2,500-49,999
___(04) town 2,499 - under

4. Age range of students you serve (check one that most applies to your situation).

___ (01) 12-14-years
___ (02) 15-17 years
___ (03) 18-21 years

5. Disability areas you serve (check those that most apply).

___ (01) LD ___ (02) EMR
___ (03 TMR ___ (04) EB/D
___ (05) physical and other health impaired
___ (06) autistic
___ (07) multiply handicapped
___ (08) vision impaired
___ (09) hearing impaired
___ (10) speech

6. Describe your setting (check the one that most applies).

___ (01) resource room, regular school
___ (02) special classroom, regular school
___ (03) special school
___ (04) other ____

General Information and Instructions

This survey will assist the Special Education Section of the Minnesota State Department of Education in determining current issues and practices regarding the transition of handicapped students from school to work and adult life. For purposes of this study, handicapped students refers to those individuals receiving special education services. The information obtained will be used, in part, in preparing a report to the Minnesota State Legislature on Transition. Results of this survey will be available through the State Department of Education. This survey will take approximately 15 minutes of your time. Thank you for your cooperation.

Transition: For the purposes of this survey, transition is defined as the movement from school to post secondary education, integrated employment and community living for handicapped youth. Transition includes adequate preparation while in school, comprehensive planning for post school services and placement into employment and essential adult services.

Preparing Students For Transition

1. How would you rate your current educational assessment practices in planning for the post school needs of handicapped youth? (Circle one.)

| Not helpful | | Moderately helpful | | Extremely helpful |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

2. How would you rate your current vocational assessment practices in planning for the post school needs of handicapped youth? (Circle one.)

| Not helpful | | Moderately helpful | | Extremely helpful |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

3. How well does your district's current curriculum and instructional practices prepare handicapped students for the following adult life activities? (Circle one for each item.)

| | Not at all | | | Moderately well | Extremely well |
|---|---|---|---|---|---|
| (01) employment | 1 | 2 | 3 | 4 | 5 |
| (02) post school education and training | 1 | 2 | 3 | 4 | 5 |
| (03) community living (e.g., citizenship, traveling independently, shopping,etc) | 1 | 2 | 3 | 4 | 5 |
| (04) social/interpersonal skills | 1 | 2 | 3 | 4 | 5 |
| (05) personal living skills (e.g., grooming, eating, etc.). | 1 | 2 | 3 | 4 | 5 |

4. How important do you feel it is for schools to prepare handicapped students in the following adult life activities? (Circle one for each item.)

| | Not at all | | Moderately well | | Extremely well |
|---|---|---|---|---|---|
| (01) employment | 1 | 2 | 3 | 4 | 5 |
| (02) post school education and training | 1 | 2 | 3 | 4 | 5 |
| (03) community living (e.g., citizenship, traveling independently, shopping,etc) | 1 | 2 | 3 | 4 | 5 |
| (04) social/interpersonal skills | 1 | 2 | 3 | 4 | 5 |
| (05) personal living skills (e.g., grooming, eating, etc.). | 1 | 2 | 3 | 4 | 5 |

5. In general, about how many parents of the special education students you serve participate in the following areas: (circle one for each item.)

| | | 0 | 25% | 50% | 75% | 100% |
|---|---|---|---|---|---|---|
| a) | provide information to school staff about their child that is used in planning and daily instruction? | 1 | 2 | 3 | 4 | 5 |
| b) | attend IEP conferences? | 1 | 2 | 3 | 4 | 5 |
| c) | request that their child participate in vocational education prior to leaving school? | 1 | 2 | 3 | 4 | 5 |
| d) | request assistance in arranging for services (i.e., post secondary vocational training, residential, recreation/leisure, etc.,) that may be needed by their child following graduation? | 1 | 2 | 3 | 4 | 5 |
| e) | request follow-up support from the school or another agency once their child graduates or leaves school? | 1 | 2 | 3 | 4 | 5 |

6. Does your local district use formal procedures and planning processes with parents and other agencies that specifically address the transition from school to work and adult services? (Check one.)

(01) Yes ___ (02) No ___ (03) Don't Know ___

7. At the present time, would your school district be able to report on the:

(a) anticipated numbers of handicapped students graduating or leaving school in the next 2 to 3 years? (Check one.)

(01) Yes ___ (02) No ___ (03) Don't Know ___

(b) types of post school services needed by each individual handicapped student graduating or leaving school? (Check one.)

(01) Yes ___ (02) No ___ (03) Don't Know ___

8. In general, to what extent are the following individuals involved in planning for special education students' transition prior to the time of leaving school? (Circle one rating for each item.)

| | Not involved at all | | | Moderately involved | Extremely involved |
|---|---|---|---|---|---|
| (01) parents | 1 | 2 | 3 | 4 | 5 |
| (02) students | 1 | 2 | 3 | 4 | 5 |
| (03) special education teacher | 1 | 2 | 3 | 4 | 5 |
| (04) vocational education personnel | 1 | 2 | 3 | 4 | 5 |
| (05) vocational rehabilitation counselor | 1 | 2 | 3 | 4 | 5 |
| (06) county social worker | 1 | 2 | 3 | 4 | 5 |
| (07) post secondary vocational training staff | 1 | 2 | 3 | 4 | 5 |
| (08) health professionals | 1 | 2 | 3 | 4 | 5 |
| (09) advocates | 1 | 2 | 3 | 4 | 5 |
| (10) group home staff | 1 | 2 | 3 | 4 | 5 |
| (11) other (Please specify):_____ | 1 | 2 | 3 | 4 | 5 |

9. From the above list of individuals, please rank the 5 most essential participants in order of importance who should be involved in planning for a handicapped student's transition. (Use the corresponding code numbers from question #8 above and indicate them in the blank spaces below.)

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

Post School Follow-up Services

10. How important is it that procedures be established to provide ongoing follow-up and assistance to a handicapped individual and/or family after completing school? (Circle one that best describes your opinion.)

| Not important | | Somewhat important | | Extremely important |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

11. Who should have primary responsibility (i.e., agencies, professionals, others) for providing ongoing follow-up and assistance to a handicapped individual and/or family?

12. Is there a follow-up process used by your district to assure that the post school services that were anticipated as being needed were actually received by handicapped students following school? (Check one.)

(01) Yes ___ (02) No ___ (03) Don't Know ___

13. Respond to the following regarding your district's post school follow-up services.

(a) Describe the type(s) of post school follow-up services that are provided to handicapped students in your local area.

(b) From your response in 13a, rate the effectiveness of your local area follow-up services. (Circle one.)

| Not effective | | Somewhat effective | | Extremely effective |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

14. Does your school district regularly collect information on the post school experiences of handicapped youth who have already graduated or left school? (Check one.)

(01) Yes ___ (02) No ___ (03) Don't Know ___

15. How useful do you feel that information on the post school experiences of handicapped students who have already graduated or left school would be for your school district in:

01) determining curriculum content and instructional methodologies? (Circle one.)

| Not useful at all | | Moderately useful | | Extremely useful |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

02) planning with parents and other agencies for a handicapped student's transition? (Circle one.)

| Not useful at all | | Moderately useful | | Extremely useful |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

General Questions

16. Overall, how effective are current local efforts in providing appropriate transition services to handicapped youth and their families? (Circle one.)

| Not effective | | Moderately effective | | Extremely effective |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

17. What do you think should be undertaken to strengthen/improve current transition efforts in the following areas?

a) Assessment and instructional practice:

b) Planning for transition with parents and other agencies:

c) Providing follow-up services:

d) Working with parent/families of handicapped students:

e) Other

18. Other comments and suggestions

Thank you. Please return in self-addressed stamped envelope.

Minnesota University Affiliated Program
on Developmental Disabilities
6 Pattee Hall
150 Pillsbury Drive S.E.
University of Minnesota
Minneapolis, MN 55455
Phone (612) 373-8383

## A. VERS Self-Assessment Checklist

SOURCE: (VERS) California Institute of Human Services, Sonoma State University, CA

Planning and Evaluation

| | Status | | | Priority |
|---|---|---|---|---|
| | Yes | No | N/A | Lo -- Hi 1 2 3 4 5 |
| A1. An advisory committee exists which sensitizes the education program to opportunities for improving services to students with special needs. | | | | |
| A2. Parent groups, professional associations, and specialized community agencies which are organized on behalf of students with special needs provide and receive information concerning vocational education programs/services. | | | | |
| A3. Vocational education instructors work cooperatively with school personnel who are specialists on the delivery of educational services to students with special needs in developing, operating, and modifying vocational education programs/services. | | | | |
| A4. Vocational education instructors provide and receive information from the parents of students with special needs. | | | | |
| A5. Vocational education personnel are represented on the IEP teams of students with handicaps. | | | | |
| A6. Criteria are clear for entry into vocational programs/services, and criteria are clear for transitioning students with special needs from special or regular education programs/services to vocational education programs/services. | | | | |
| A7. The employment potential of students with special needs is taken into consideration when information about new and emerging occupations is evaluated and when new vocational education programs/activities are planned and implemented. | | | | |
| A8. Vocational education personnel evaluation procedures include consideration of performance related to students with special needs. | | | | |
| A9. Program evaluation procedures include a follow-up study of students with special needs who have completed vocational education courses. | | | | |
| A10. Program evaluation procedures incorporate feedback from students with special needs. | | | | |
| A11. The vocational education program secures and appropriately utilizes available government (federal, state, and local) and private resources to assure quality vocational education services to students with special needs, and record keeping procedures are adequate to maintain accountability for reporting requirements. | | | | |

| | | Status | | | Priority |
|---|---|---|---|---|---|
| | | Yes | No | N/A | Lo -- Hi 1 2 3 4 5 |
| B. | **Recruitment, Identification, and Placement** | | | | |
| B1. | A planned effort is made to recruit students with special needs into vocational education programs/services. | | | | |
| B2. | Information is provided to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the eligibility requirements for enrollment in such programs by the beginning of the ninth grade. | | | | |
| B3. | A planned effort is made to identify students with needs for special assistance who are enrolled in vocational education programs/services. | | | | |
| B4. | The services which are selected for each student with a handicap are in conformity with the student's IEP. | | | | |
| B5. | Students who are academically disadvantaged are identified by school personnel prior to placement into a vocational education program/activity. | | | | |
| B6. | Deficiencies in academic skills are verified for academically disadvantaged students planning to enroll in vocational education programs. | | | | |
| B7. | A planned effort is made to appropriately place each student with special needs who desires to enroll in a vocational education program/activity. | | | | |
| C. | **Instruction** | | | | |
| C1. | Criteria exist for enrolling students into vocational education programs/services (e.g., student interest, prerequisite course, basic skill requirements). | | | | |
| C2. | Curriculum modification plans exist for each vocational education course, which enhance the usability of the curriculum among students with special needs. | | | | |
| C3. | Instructional materials and equipment which meet the unique needs of students with special needs are available and used. | | | | |
| C4. | Instructors modify or individualize strategies to enhance the learning opportunities of students with special needs. | | | | |
| C5. | The settings used in the delivery of education programs/services are physically accessible to students with special needs. | | | | |
| C6. | Vocational education instructors effectively motivate the performance of students with special needs. | | | | |
| C7. | Instructors assist students in making periodic assessments of their own achievements. | | | | |

| | | Status | | | Priority |
|---|---|---|---|---|---|
| | | Yes | No | N/A | Lo -- Hi 1 2 3 4 5 |
| D. | **Support Services** | | | | |
| D1. | A vocational assessment is made of each student with special needs concerning his/her aptitudes, interests, work habits, socialization skills, work attitudes, work tolerance, abilities, and special needs. | | | | |
| D2. | Career counseling services are provided which are appropriate for students with special needs, criteria for involvement in vocational classes are communicated to students and vocational teachers, and students with special needs receive counseling services designed to facilitate their transition from school to post-school employment and career opportunities. | | | | |
| D3. | Job development and placement are provided to help graduates secure employment. | | | | |
| D4. | Job development and job placement help employers to work effectively with students with exceptional needs on the job. | | | | |
| D5. | Students with special needs participate in vocational education student organizations. | | | | |
| E. | **Professional Development** | | | | |
| E1. | Instructors are provided with inservice education relevant to the provision of vocational education instruction to students with special needs. | | | | |
| E2. | Instructors are informed about upcoming conferences, workshops, and other inservice opportunities which are relevant to the provision of vocational education services to students with special needs. | | | | |
| E3. | Instructors have available to them professional literature and curricular resources relevant to the provision of vocational education services to students with special needs. | | | | |
| E4. | Technical assistance is available regarding the modification of instructional materials and teaching techniques for use in teaching students with special needs. | | | | |

SOURCE: Montgomery County Public Schools, Rockville, Maryland (Maryland 2)

# A SUMMARY OF INDIVIDUAL AND SYSTEM NEEDS WHICH DEFINE THE PARAMETERS OF A MODEL FOR EFFECTIVE TRANSITION FROM SCHOOL TO WORK FOR STUDENTS WITH DISABILITIES

## I Preparation for Employment

### STUDENT NEEDS

A. Mastery of basic literacy skills

B. Opportunities to learn and practice social and interpersonal skills

C. Awareness of career possibilities

D. Assistance in vocational decision making including:
- Career interest
- Career aptitude
- Job requirements
- Occupational outlook
- Job/career exploration

E. Assistance and training in preemployment skills such as:
- Use of transportation
- Use of community resources
- Understanding of labor market
- Job seeking skills (how to find a job opening)
- Applications and resume preparation and use
- Interviewing preparation and techniques
- Work place behaviors/habits
- Job coping

F. Awareness of and assistance in assuring legal rights

G. Opportunities for meaningful employment experiences such as:
- Volunteering
- Internship
- On-the-job training
- Part-time and summer employment

H. Referral to appropriate other services

I. Case management

J. Assistance with preemployment physical evaluation

### PARENT NEEDS

A. Assistance in developing for their children expectations which are optimally realistic and reasonable

B. Awareness of potential careers

C. Assistance with career exploration and decision making

D. An understanding of education options available

E. Knowledge of and access to community resources including:
- Postsecondary training
- Adult services

F. An understanding of the labor market

G. An understanding of employment barriers such as:
- Prejudice/discrimination
- Inaccessibility
- Lack of work place accommodations
- Artificial barriers, i.e., certification

H. Understanding of legal rights/moral responsibility

I. Assistance in adjusting to change in the life of their child

J. Awareness and acceptance of employment requirements such as:
- Functional skills
- Behaviors

K. Referral to appropriate other services

### SCHOOL YEARS* PROVIDER NEEDS

A. Assistance in developing expectations for students which are optimally realistic and reasonable

B. Ability to adjust to change

C. Awareness of career possibilities

D. Capability and resources for career decision making and career exploration

E. Knowledge of employment requirements such as:
- Employer expectations
- Functional skills
- Behaviors

F. Ability to evaluate job skills

G. Capability to provide educational options—secondary and postsecondary

H. Ability to understand and use available services

I. An understanding of labor market

J. An understanding of employment barriers

K. Knowledge of and access to community resources

L. Understanding of legal rights/social responsibility

M. Capability to refer student/parent to appropriate other service

### ADULT SERVICE** PROVIDER NEEDS

A. Optimal realistic and reasonable expectations for the student

B. Understanding of school years service system

C. Ability to provide consultation to school system

D. An understanding of employers' needs

E. Ability to perform and understand labor market analysis

F. Ability to perform and understand job analysis

G. Ability to arrange and support various employment experiences

H. Understanding of legal rights/social responsibility

### EMPLOYER NEEDS

A. Disability awareness and sensitivity on the part of:
- Employer
- Coworkers

B. An understanding of abilities/potential of students with disabilities

C. An understanding of all types of barriers to employment

D. Assistance with job accommodation

E. Awareness of incentives such as:
- Financial, i.e., TJTC, OJT subsidies
- productivity/stability

F. Support services such as:
- Consultation
- Job modification
- Assistive devices

G. Knowledge of legal rights/social responsibility

*All those persons who provide educational and other services, such as health and rehabilitation to students during their school years including postsecondary education.

**Agencies or individuals serving adults with disabilities such as vocational rehabilitation or residential assistance services.

DEVELOPMENT ASSOCIATES, INC.

## II. Support for Obtaining Employment

### STUDENT NEEDS

A. Knowledge of current employment opportunities

B. Opportunity to develop additional skills/training

C. Support for:
- Conducting a job search
- Preparation of an application/ resume
- Interviewing preparation and techniques
- Training in work place behaviors/ habits
- Job referral/placement

D. Opportunity for employment experiences such as:
- Volunteering
- Internship
- On-the-job training
- Part time employment

E. Access to case management services

### PARENT NEEDS

A. Assistance in understanding child's job readiness

B. Awareness of job requirements

C. Ability to understand and use available services such as:
- Education
- Training
- Support

D. Ability to understand and use legal rights

### SCHOOL YEARS PROVIDER NEEDS

Follow-up information on referral

### ADULT SERVICE PROVIDER NEEDS

A. Appropriate referrals including complete information from IAE/PE

B. Capability to obtain and maintain current labor market analysis

C. Skill in job matching including school system
- Employer needs
- Employment requirements
- Client abilities/barriers

D. Skill in implementing job accommodations

E. Ability to consult with school system and employer

F. Capability to provide job development/job placement services

### EMPLOYER NEEDS

A. Increased sensitivity to working with applicants with disabilities

B. Understanding of potential applicants' characteristics

C. Support for hiring decisions including:
- Restructuring of tasks
- Obtaining financial incentives
- training disabled employees
- Preparing coworkers

D. Assistance in locate applicants with disabilities

## III. Support for Maintaining Employment

### STUDENT NEEDS

A. Training for specific job

B. On-the-job support to cope with:
- Skill deficiency
- Work behavior
- Social/emotional concerns
- Transportation, etc.

C. Access to job advocacy services for:
- Crisis intervention
- Counseling

D. Exposure to appropriate role models

E. Assistance in changing jobs
- More appropriate placement
- Upgrade

### PARENT NEEDS

A. Ability to provide moral and emotional support

B. Ability to help, if indicated, with such needs as transportation, financial support, and health care

C. Ability to "let go" and support child's independent functioning

### SCHOOL YEARS PROVIDER NEEDS

Access to selected follow-up/follow-along data

### ADULT SERVICE PROVIDER NEEDS

A. Ability to provide support to employer and employee such as:
- Counseling
- Crisis intervention
- Teaching of skills and job behaviors
- Support for coworkers

B. Ability to monitor employee progress

C. Ability to arrange job changes/shifts within place of employment or to a different employer

D. Ability to maintain a positive relationship with employee and employer

### EMPLOYER NEEDS

A. Acceptance of employee with disability

B. Acceptance and appropriate use of support services

C. Understanding of benefits of having workers with disabilities such as:
- Tax advantages
- Employee quality

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